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ABSTRACT

This document is one in a set of eight staff development training manuals developed to facilitate the efforts of educators in the planning and implementation of comprehensive career guidance programs on the secondary level (7-12). This series is based on the goals and developmental objectives identified by the Georgia Comprehensive Career Guidance Project. (See CE 018 130 for the final report of this project.) The introduction of each manual outlines these goals and objectives under the following three domains: interpersonal effectiveness; work and life skills; and life career planning. The ten activities presented in this manual on individual advisory systems encourage maximum participant involvement and small group experiences. These activities cover the following goals: to develop a positive attitude toward constructive change in the high school; to have a workable knowledge of the individual advisory system (defined as an organized method in which every student in the school is able to relate personally with at least one faculty member in the school); to understand various means to structure and implement such a system; to outline the beginning procedures for an advisement system in the school; and to identify skills needed to be an advisor and to understand how best to develop these skills. (The other seven staff development guides are available under ERIC CE 018 147, CE 018 150, CE 018 152, CE 018 154, CE 018 157, CE 018 161, and CE 018 163.) (BM)

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ED 160 856

INDIVIDUAL ADVISORY SYSTEM

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WORKSHOP SCHEDULING

A minimum of two days should be scheduled for the Individual Advisory System Workshop. Following are some time estimates that may be helpful in planning the workshop.

Activities	Time Estimates
Activity One	40 minutes
Activity Two	40 minutes
Activity Three	60 minutes
Activity Four	60 minutes
Activity Five	40 minutes
Activity Six	1 hour, 20 minutes
Activity Seven	40 minutes
Activity Eight	60 minutes
Activity Nine	40 minutes
Activity Ten	1 hour, 20 minutes

PREFACE

This training manual is one part in a set of instructional materials developed to facilitate the efforts of Georgia educators in the planning and implementation of comprehensive career guidance programs. The manual is similar in format to other materials in the series. The materials are designed for use with small groups of counselors, teachers, and career development specialists who are interested in improving their career guidance competencies. Each unit of training materials is based upon a particular aspect of a comprehensive career guidance system. Through this systematic approach the need for specific staff development program materials and activities can be determined and documented.

Related materials produced by the Georgia Career Guidance Project include audio cassette recordings, transparencies, a sound/slide series, a needs assessment instrument, charts, and various other support materials.

STAFF DEVELOPMENT WORKSHOP MATERIALS

CAREER GUIDANCE TEAMS

GRADES 7-12

The goals of any one area can be best understood in the context of the complete list of goals identified in the comprehensive needs assessment study. The focus of this training manual is on the development of staff competencies in the area of "Self Understanding" (note enclosed box).

INTERPERSONAL EFFECTIVENESS	HUMAN RELATIONS SKILLS	RELATING WITH SIGNIFICANT OTHERS	SELF VALIDATION
	Trust and Intimacy	Family Relationships	Confidence
	Expressive and Assertive Skills	Peer Relationships	Independence
	Affiliation and Acceptance	Teacher/Adults Relationships	Identity
WORK AND LIVE SKILLS	DAILY LIVING	EMPLOYABILITY	WORK AND LEISURE ENVIRONMENTS
	Consumer Skills	Employment Preparation Skills	Work Expectations and Responsibilities
	Civic and Community Responsibilities	Job-Seeking Skills	Recreation and Leisure Interests
	Home and Family Responsibilities	Occupational/ Educational Knowledge	Work World Structures
LIFE CAREER PLANNING	PLANNING SKILLS	EDUCATIONAL ENVIRONMENT	SELF UNDERSTANDING
	Decision-Making Skills	Study/Learning Skills	Self Appraisal Skills
	Values Clarification and Development	Participation/ Involvement Skills	Abilities and Competency Development
	Goal Setting Responsibilities	Basic Academic Skills	Personal Development Responsibility

There is sufficient evidence to suggest that students want and need assistance in developing a greater understanding of themselves and others. This training package was developed for the purpose of helping career guidance personnel provide this kind of needed assistance on a systematic basis. Self understanding is the cornerstone of life career planning, and as such deserves our major attention. The basic assumption underlying this package is that continuous interaction with significant others in the school will enhance students' feelings of belonging and purpose. The primary goal of this type of individualized attention is to insure that we provide each student maximum opportunity to improve their own self appraisal skills and personal competencies. In short, the proposed Individual Advisory System is an organized method for demonstrating to students that we care enough about them to help them learn more about themselves and others.

The content of this manual is presented in both didactic and experimental modes to encourage maximum involvement of participants. Small group experiences are a part of the special attention given to the development of competencies for a team approach to implementation of career guidance programs.

The outline of the manual follows the basic learning model--from attitude development to knowledge acquisition or renewal, to technical and skill development and/or improvement, and then to development of implementation strategies and plans.

INTRODUCTION

Separation

The high school setting is typically one of specialization. Faculty members relate to each other and to the students in terms of the particular areas in which they specialize. Fortunately, this affords students the chance for more in-depth knowledge in the various disciplines. Unfortunately, however, this specialization creates a number of separations: between faculty members in different fields, between teachers and those students not highly interested in their fields, and between students whose interests and/or abilities are concentrated in different subjects. The present educational system, with its emphasis on testing and memorizing, is maintained by policies and programs that create students who are lonely and unmotivated and teachers who are frustrated.

Separation between the faculty members themselves is a very real concern in the high school setting.

> Dr. William Glasser, speaking before the National Association of Elementary School Principals, described his Schools Without Failure Program, which had completed three years of nationwide operation. In his speech Dr. Glasser stated:
>
> > 'A school without failure first of all has to have a faculty without failure. You can't have a faculty feeling failure..A faculty that feels we don't care much about each other...A faculty that doesn't interact with each other and feel friendly and involved. And this is again something easy to say, but it has to be done. And it can only be done if you set a time to do it.'
>
> Glasser's words make a great deal of sense to me, since I have repeatedly observed a direct correlation between involved faculties and involved students. The staff must get involved in order to help the students get involved (Robert, 1974, p. 9).

Involvement

How then do we bring about involvement between faculty members, between students, and between faculty and students? This concern, particularly at the high school level, has been a prime point with educators for some time. A number of solutions have appeared in the form of change within the curriculum and/or change within the high school setting. What must be remembered, however, is the basic concern each faculty member has for carrying out his or her particular role. The successful implementation of those roles along with an understanding of the basic human needs of everyone involved in the high school setting should result in satisfied educators, students, and parents.

Individual Advisory System

The Individual Advisory System is based on the belief that satisfaction on the part of faculty, students, and parents will result more easily if every student in the high school is able to relate personally, in a comfortable way, with at least one adult in the school. In order for this one-to-one relationship to exist it is necessary to involve every faculty member in a program which includes all the students and their parents. Each teacher, counselor, administrator, and specialist acts as an advisor to a group of 15-20 students. Thus, within these groups the students are relating to each other as more than just classmates. The advisor and the student relate to each other as human beings sharing more than subject matter concepts. The faculty members relate to each other as advisors sharing ideas about successfully dealing with their advisees. Parents are relating to an individual in the school who knows more about their child than grades earned in a particular class.

There are a number of ways in which a school can incorporate the Individual Advisory System. The important thing to keep in mind is that each school needs to create a program which fits comfortably. The end result in every case should be a more humane atmosphere in which each individual is able to grow and to experience success.

**Special Note: The writers wish to acknowledge the current trend in pronoun usage. Rather than exclusive of the pronoun "his", inclusive use of the pronouns "his or her" has been employed. Please note that this may not apply in directly quoted material.*

I. GOAL: For the workshop participants to develop a positive attitude toward constructive change in the high school.

Before presenting the components involved in setting up the Individual Advisory System, some attention needs to be given to the attitude of the workshop participants toward the proposed change with which they are being confronted. Learning about the advisement system itself and developing the skills to implement it later will be easier if the participants are feeling positive about the change.

Included in this section are some suggestions for creating a conducive workshop setting. Introductory activities are also outlined which will help participants feel at ease and personally involved.

ACTIVITY ONE

Purpose: to develop an awareness of the need for personal involvement.

Small groups

Step One

"Getting to Know You"

1) Getting to Know You

> The first thing we have to do is to get acquainted with each other. I would like to get to know you and for you to get to know me. I'll begin. I'll have five minutes--and so will each of you--in which to tell you some things that will help you to know me better. Each of us will share some of those experiences we feel have made us the person we are now.
>
> If anyone is unable to use the full five minutes, the group may use the remaining time to ask some questions that might help them to know that person better.
>
> Are there any questions? If not, I will begin...

Note to workshop coordinator

The leader sets the tone by going first. This lets the others know what level of sharing is expected. Also, if the group members seem consistently to not use the full five minutes each, move on. The goal is to make the entire experience positive. Avoid creating anxiety.

The "Getting to Know You" experience is a five-minute, timed activity. Each small-group leader should make sure that no participant takes an unduly large share of the time creating group hostility or personal anxiety. Generally it will be necessary to enforce the time limit.

THE SMALL GROUP LEADER MUST NOT LET ONE OR TWO MEMBERS DOMINATE.

When each group member has completed the experience, the leader introduces the reinforcement aspect of this activity.

2) Reinforcement Exercise (one minute for each participant)

Step Two

"Reinforcement Exercise"

> Now, we want to show our potential for listening to and hearing each other. We are going to start with me, and I am going to ask my group to tell me as much as they remember of the things I told them about myself. When we have finished with me, we'll move on to do the same for the person on my right, and so on, all around the group remembering as much as we can about each other.

Note to workshop coordinator

This experience tends to deepen empathy by letting each person know that people remember even the most minute details about him. This also reinforces each person's ability to listen.

This is often an exciting experience for many. It is important that verbal feedback be given to every group member. No one should be left out. Therefore, the group leader will have to move the group along to the next person just as soon as the recall has been given for each one. The leader may choose to end the recall by asking each person if the group has forgotten anything he said about himself.

3) High Points

Step Three

High Points

This activity helps each group member share himself in another way by asking for happy memories from specific times in his life. It reinforces the emphasis on the positive in a firm but gentle way. It brings out things that the person might not have mentioned otherwise. For example, you might be surprised to learn that one of your fellow teachers spent part of her life prior to becoming a teacher creating a thriving doll-making business, or sky-diving, or working on an archaeological expedition in South America.

"High Points"
Handout Page 1

The workshop leader hands out copies of the following Handout Page 1, "High Points." No specific direction is needed from the small-group leader, other than to make sure that the time limit is again enforced and that everyone gets an equal chance to share his memories.

Step Four
"Positives A and B"

4) Positives A and B

This activity is likely to show individuals something about the discrepancies and double standards in their own thinking rather than focusing on the differences between people.

"Positives A"
Handout Page 2

From the getting-acquainted activities, the groups move into some low-key, value-clarification exercises. The first of these are the "positives." Two identical lists of positive qualities that a person may possess are prepared. The group leader gives the group members each a copy of the Positives A list (Handout Page 2) and asks them to rearrange the qualities into two clusters. One cluster is to be the three most important qualities for adults. Each group member works by himself and fills out his page according to his own value system.

When all the lists are done, each member explains his choices and gives reasons for each one.

Finally, the group makes an effort to teach a consensus about which qualities belong in each cluster.

Note to small-group leaders: This first effort to obtain group consensus may not entirely succeed, but it will give the group some experience in comparing their differing attitudes and will provide them with the basis for future efforts.

"Positives B"
Handout Page 3

Next, the group leader will give each member a copy of the Positives B list (Handout Page 3), only this time he will ask them to cluster the qualities as they apply to a teenager (remember, the first time around, they were to apply to an adult).

While completing the ranking for teenagers, group members should be discouraged from looking at their ranking for adults. When the group has completed its second ranking, each group member should then look back at this "adult" list and compare the two. In almost every case, it will be clear that most people apply different standards of behavior to adolescents than they do to adults.

Again, each group member should share his cluster rankings, and the group will discuss the discrepancies.

Each group member should explain why he ranked certain qualities the way he did. In the course of this discussion, it is likely that some group members may change their minds and their rankings. Again, the group should try to reach a consensus.

(Material for this section was taken from *The "we agree" workshop* by Kinghorn and Benham (1973).)

(Goal I, Activity One)

HIGH POINTS

A high point is defined as any high positive experience one remembers. This experience need not be a unique or unusual experience, but it should be a peak experience to you. It should not be negative.

DURING THE LAST WEEK:

DURING THE LAST TWO YEARS:

BETWEEN COLLEGE AND THE LAST TWO YEARS:

COLLEGE:

HIGH SCHOOL:

JUNIOR HIGH OR MIDDLE SCHOOL:

ELEMENTARY SCHOOL:

POSITIVES A

Listed below are dispositions or statements which describe adults. Read through the list and select the three most important or desirable dispositions for adults and the three least desirable.

Each group member should take two minutes to explain his choices and the reasons for them. After that, the group as a whole should make an attempt to arrive at group consensus on the three most important or desirable and the three least important or desirable.

It will be difficult for you to select the three most and least desirable dispositions, but force yourself to make the necessary judgement.

MOST IMPORTANT OR DESIRABLE:

1. ______________________________
2. ______________________________
3. ______________________________

LEAST IMPORTANT OR DESIRABLE:

1. ______________________________
2. ______________________________
3. ______________________________

Loyal to his organization or employer

Accountable and trustworthy

Clean and careful in appearance

Inquisitive

Is able to communicate with others

Is cooperative and works in harmony with others

Independent and self-reliant

Ability to make friends

Respectful of others

Carefree and can have a good time

Constructive and creative

Tries to do what others want done

POSITIVES B

Listed below are the same dispositions or statements which describe a person as the previous exercise. This time also rank in order except the ranking should be for high school students instead of adults.

Have each member explain why the ranking should be different or remain the same.

MOST IMPORTANT OR DESIRABLE:

1. ______________________________
2. ______________________________
3. ______________________________

LEAST IMPORTANT OR DESIRABLE:

1. ______________________________
2. ______________________________
3. ______________________________

Loyal to his organization or employer

Accountable and trustworthy

Clean and careful in appearance

Inquisitive

Is able to communicate with others

Is cooperative and works in harmony with others

Independent and self-reliant

Ability to make friends

Respectful of others

Carefree and can have a good time

Constructive and creative

Tries to do what others want done

ACTIVITY TWO

Purpose: to explore dimensions of an open, positive school climate and the feeling of trust that staff needs to promote it.

1) Basic Assumptions

Step One

"Basic Assumptions"
Handout Page 4

Distribute copies of "Basic Assumptions" (see Handout Page 4). The following are suggestions for using this list. The work can be done with one large group or a number of small groups. Depending on your time, one or all of the suggestions can be carried out.

a) Each individual shares the item of particular concern and tells why it concerns him/her.

b) Discuss as a group how the staff in your school might react to giving students copies of these assumptions. List results.

c) Discuss as a group how the students in your school might react to receiving copies of these assumptions.

d) List ways in which teachers consciously "turn kids off" or discourage them.

e) List ways in which teachers can help students feel good about themselves.

If small groups are used, have a speaker from each group share with all participants the results of the group's interaction.

2) True-False

Explain that this True-False "test" is to stimulate, not to evaluate.

Distribute the "True-False" list (see Handout Page 5). Have participants respond, then discuss. (All answers could have been marked "true".)

3) Anxious Responses

Focus on each item from the "True-False" sheet. Have participants generate possible anxious responses of faculty members and record on "Anxious Responses Worksheet" (Handout Page 7). Get at least one response each for the administrator, the counselor, and the teacher. Handout Page 6 is an example of possible anxious responses to two of the True-False statements.

Large group

Step Two

"True-False"

Handout Page 5

Large or small group(s)

Step Three

"Anxious Responses"

"Anxious Responses Worksheet"

Handout Page 7

"Anxious Responses: Examples"

Handout Page 6

(Goal 1, Activity Two)

BASIC ASSUMPTIONS

Student responsibility enhances learning.	1.	Given more responsibility in course selection and overall planning of his or her high school program, a student will be more committed to learning.
Personalizing concepts is more valuable than learning bare facts.	2.	Information becomes more personal, relevant, interesting, and important to the student when the concepts are considered rather than just the bare facts.
Effective learning programs are based on individual needs.	3.	Not every student needs to learn the same things in the same way. It is important that the student's work meet his individual needs.
Success can and should grow out of taking risks and making mistakes.	4.	Failure to meet a goal means the student needs to redirect his or her learning activities. Taking risks and making mistakes are all part of growing, learning, and experiencing success.
Belief in the student results in positive self-concept and enhances learning.	5.	By encouraging, assisting, trusting, and having faith in the student the educator is helping the student build a positive self-concept which in turn influences the student's learning.
True learning is a self-directed process.	6.	No one can learn for the student. The educator must help the student become self-directed and independent.
A personal environment is most conducive to growth.	7.	A more personal high school environment enables the student to maximize his or her potential.

Ideas taken from:

Kinghorn, Jon R. with I/D/E/A staff. I did it my way (Filmstrip and Study Guide). Dayton, Ohio: Institute for Development of Educational Activities, Inc., 1974.

(Goal I, Activity Two)

TRUE-FALSE

I believe that.....the school atmosphere should say to the students, "We trust you". ________

teachers shouldn't do all the talking. ________

faculty members must build trust among themselves. ________

teachers can help students develop one-to-one relationships among themselves. ________

teaching requires a commitment to students. ________

teachers help students develop an awareness of options when formulating plans. ________

it isn't realistically possible to like all students. ________

teachers shouldn't play pschiatrist. ________

principals should help students match their goals and abilities with the courses they and their parents select. ________

learning isn't confined to the classroom. ________

teachers must be informed about all their school offerings. ________

both students and teachers have feelings. ________
b

counselors can accommodate teachers as well as students. ________

the principal, the teacher, and the counselor can become the link between the programs of the school and the needs of the students. ________

parents feel better informed and at east relating to a faculty member who knows their child personally. ________

ANXIOUS RESPONSES: EXAMPLES

I believe that.....the principal, the teacher and the counselor can become the link between the programs of the school and the needs of the student.

Anxious Responses

Principal	Teacher	Counselor
"With that many people involved in scheduling, how would I organize it?"	"How can I help students select courses? I don't even know what they teach in that department!"	"Well, then, just exactly what am I supposed to do?"

I believe that.....the school atmosphere should say to the students, "We trust you".

Anxious Responses

Principal	Teacher	Counselor
"Kids today don't give us much reason to trust them."	"You can trust a few kids in every group but you can't trust them all."	"When I try to trust kids I get the rest of the faculty on my back."

(Goal I, Activity Two)

ANXIOUS RESPONSES WORKSHEET

I believe that.....faculty must build trust among themselves.

Anxious Responses

Principal	Teacher	Counselor

I believe that.....parents feel better informed and at ease relating to a faculty member who knows their child personally.

Anxious Responses

Principal	Teacher	Counselor

II. Goal: For the workshop participants to have a working knowledge of the Individual Advisory System.

The concept of the Individual Advisory System is one that can encompass every person involved in the high school. It affects the process of scheduling, the roles of the entire staff, the involvement of parents, and the learning of students. Though broad in scope, the Individual Advisory System is made up of logical components which, when clearly understood, are not difficult to actualize. It is necessary then to have a working knowledge of what the system is all about before concentrating on the development of skills to implement it.

Included in this section is an overall presentation of the Individual Advisory System followed by activities which concentrate on the responsibilities of an advisor in an Individual Advisory System.

ACTIVITY THREE

Purpose: to provide an overview of the Individual Advisory System concepts and an operational framework for program implementation.

Large group

Step One

The Teacher Advisor
by NASSP

1) NASSP Filmstrip

Show filmstrip/cassette, The teacher advisor. Reston, Virginia: NASSP Model Schools Project, 1973.

Before showing the filmstrip, it may be appropriate to point out that the filmstrip was developed by the National Association of Secondary School Principals. This comment will be especially meaningful to any administrators who are participants. The principals' leadership and support is so important in installing an IAS that the information in this filmstrip would be particularly beneficial in enhancing a principal's point of view.

Step Two

Relate filmstrip to:

"Assumptions"

"Anxious Responses"

2) Process Reaction to Filmstrip

Ask the group to share their feelings about the IAS. Specifically, have them relate The Teacher Advisor presentation to the assumptions discussed in the previous session. Are there any anxious feelings elicited? These can be listed and examined at this time or deferred for later discussion when IAS specifics are covered.

3) NASSP Teacher Advisor Model

Step Three

Review fundamental components of the NASSP Model

Identify key elements. Use handouts taken from some of the filmstrip frames as needed, e.g., "Do's" and "Don'ts"; clusters - 12 TA per 300 students.

Caution: This will be a review of the NASSP model. It should be noted that other approaches and variations will be discussed later.

Three groups

Step Four

"We Believe..."

4) Consensus Forming

Each of three groups are asked to affirm why they believe an IAS is valuable to them. The three group points of view are:

a. parents
b. students
c. educators

Each group will construct "we believe" statements and share them with the other groups. The leader may wish to combine the list of statements and reproduce them for each participant.

ACTIVITY FOUR

Purpose: to explore areas of responsibility that will be assumed by the advisor in an Individual Advisory System.

Small groups

1) Areas of Responsibility

Step One

"Areas of Responsibility"

Each group is to generate potential areas of responsibility for the advisor. A brainstorming approach is suggested, wherein there is no attempt to limit or discuss priorities. Three main areas should be given the groups to stimulate their production:

Each group records own list

- program planning
- parent contact
- personal development

Large group

After the group brainstorming session, a total list should be compiled in a form for the total group to view, e.g., tear sheet, chalkboard, transparency.

2) Assuming Responsibilities - An Example

Step Two

Compare with "Sample Program"

A sample program will be examined. The group should be asked to "fold in" their areas to match the sample. Later they will be asked to discuss the areas not covered in the sample program.

Presentation

Make a presentation of the eight "Areas of Responsibility" listed below. (You might want to make and distribute copies.) Use the Handouts noted in the margin as examples of activities which can be used in carrying out the responsibilities. The descriptions of the "Areas of Responsibility" below were taken from the handbook Just a Little Care by Cowles and Hawkins (1975). The corresponding activity handouts were taken from the handbook ...To Do by Cowles and Hawkins (1975).

Areas of Responsibility

Program planning, parent contact, and personal development, then, are the three main areas of the advisor's role. But advisors also have other responsibilities to their advisees and to their school. Below are listed all eight categories of advisor responsibility with the definition of each. Obviously, an advisor will not cover every area with every advisee equally well.

Program Planning: Any activity dealing with the act of choosing school courses, such as course selection, evaluation of course schedule, or tentative, long-range educational planning.

"Where Do I Stand on Graduation Requirements?"

Handout Page 8

Self-Assessment: The analysis an advisee makes of his behavior, performance, or actions in an effort to strive for continuous self-improvement and understanding. All goal-setting activities are included in this category.

"Changing Direction?"

Handout Page 9, 9a.

School Offerings Awareness: Any activity that contributes to an awareness of the school and its programs, philosophies, and actions.

"Whom to See and Where to Go About

Handout Pages 10-12

Parent Relations/Conference: Those special activities designed to increase parent participation in the schooling process of their children and to ensure frequent positive contact among the advisor, student, and parent.	"Practicing the Conference" Handout Page 13, 13 a
Feedback/Evaluation: That information that a school needs to hear, formally or informally, so that it can change itself to better suit the needs and desires of the people it serves. This category does not mean feedback to the student. It means feedback a student gives to the school.	"My Expectations" Handout Pages 14-15
Decision-Making Skills: The conscious application of a process to make decisions. Although decision making is woven into activities in many categories, it also is a distinct category to aid advisors in teaching the process.	"An Advisee's Worksheet for Decision Making" Handout Pages 16-17a "An Advisor's Guide to Decision Making" Handout Pages 18-19
Career Planning/Preparation: Activities to help students select and prepare for a career.	"Build Your Own College Information File" Handout Page 20 "What Do You Know About the Career You Have Chosen" Handout Page 21 a
School/Community Issues: Activities concerned with the human aspects of individuals working together. Included are human development activities and group building. This area also includes any discussions needed about current school-wide issues that might arise during a school year, such as vandalism, a special decision the school	"Names and Faces" Handout Page 22 a

The advisor: concluding notes

The advisor and advisee may do activities selected from these eight broad areas, depending upon the time of year and the particular circumstances of the advisee. Sometimes the activities will be formal; other times they may be but a brief personal interaction.

For example, if school has just been going on for a few weeks, an advisor might check to see how satisfied each advisee is with his classes. This advisor activity may take the form of a simple question--"Hey, how're your classes working out?" If the student has no concerns, the advisor stops there. However, if a student is having trouble, he will most likely say so. The two may then explore the problem to determine what can be done to make the school situation more tolerable for the student (Cowles and Hawkins, 1975, pp. 7-9).

Step Three

"Additional Areas"

3) Additional Areas

What areas were not covered? Organize or collapse the areas not covered into components that can be examined in detail. Use the same method as in Step Two. Divide the group as needed to explore these areas.

Note to workshop coordinator

Another organizational approach for specifying responsibilities is presented in the following contracts: "T/A Contract-Advisee" and T/A Contract-Advisor", pages L-18A and L-18B.

T/A CONTRACT-ADVISEE

I have the following goals for T/A (Check all that apply.)

Group Human Development Activities

_____ to clarify personal values
_____ to explore my leadership potential
_____ to develop interpersonal communication skills
_____ to develop trust with a group of my peers
_____ to grow in self-concept and toward becoming a self-actualized person by realizing my full potential
_____ other

Program Planning and Goal Setting

_____ to select from short-term learning options with balance and purpose
_____ to accept advice on my in-school program from an advisor and my parents
_____ to identify some career goals
_____ to identify my interests, needs, and strengths
_____ to use the resources of the school to meet my short- and long-term goals
_____ to be able to set and achieve short- and long-term goals
_____ other

Reporting to Parents

_____ to report my goals and progress toward my goals to my parents once every 9 weeks
_____ to report at least one good feeling I have had for each week of school during parent conferences
_____ to report any special school activities or events during parent conferences
_____ to do most of the talking during parent conferences
_____ other

Survival Assistance

_____ to bring small school problems to my advisor
_____ to talk to my advisor when I am frustrated
_____ to talk to my advisor when I feel down in the dumps
_____ other
_____ I agree to work with any advisor who can help me realize the above goals
_____ I have the following special request for an advisor

Hubel, K. H. The teacher/advisor system in action. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1976.

T/A CONTRACT-ADVISOR

(Check all that apply.)

Human Development Activities

_____ to be able to create, develop, modify, sequence, and facilitate human development activities
_____ to develop an interpersonal style and philosophy for the use of human development activities
_____ to be able to facilitate for advisory groups in the following:
    _____ values clarification
    _____ leadership and communication skills
    _____ trust
    _____ goal setting
    _____ instrumentation
    _____ self-awareness
    _____ small-group techniques
    _____ growth in self-esteem
    _____ self-actualization
    _____ other

Student Planning

_____ to be able to assist students in choosing short-term learning goals
_____ to be able to assist students in choosing long-term learning goals
_____ to be able to develop individual student standards for improving academic and behavioral accountability and thus human potential
_____ other

Parent Conferences

_____ to be able to prepare student and self for parent conferences which are positive and during which the student does most of the talking
_____ to be able to conduct parent conferences with a variety of parent and student variables at play
_____ to be able to follow up parent conferences with special communications in advisory group and to parents
_____ other

Survival Assistance

_____ to be able to listen to advisees without using blocking or binding communication and not to shift ownership of the problem
_____ to be able to know when to let advisees dump their buckets without the need for continuing responses
_____ other
_____ I agree to provide the above advisor functions for any advisee who needs them
_____ I have the following special request for advisory group selection

Hubel, K. H. *The teacher/advisor system in action*. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1976.

WHERE DO I STAND ON GRADUATION REQUIREMENTS?

Goal: This activity will help the student assess progress toward graduation.
Group size: Any size
Time required: 15 minutes
Material: "Where Do I Stand on Graduation Requirements?" sheet.

To the advisor: This activity is most helpful when the advisee is made to figure credits for himself with your help. It leads to his greater understanding of his future school planning needs.

Required Credits	Credits Earned to Date of Last Report Card	Credit for Courses in which Enrolled	Remaining Number of Credits Needed
1. 3 Social Studies credits (including 1 unit of American History) are required.	____	____	____
2. 3 Communications credits are required.	____	____	____
3. 1 Math credit is required.	____	____	____
4. 1 Science credit is required.	____	____	____
5. 1 Fine Art credit is required	____	____	____
6. 1 Practical Art credit is required	____	____	
7. 11/2 Physical Education credit is required.			
8. 8 1/2 Elective credits are required.			

STORAGE OF NUTS THROUGH WINTER

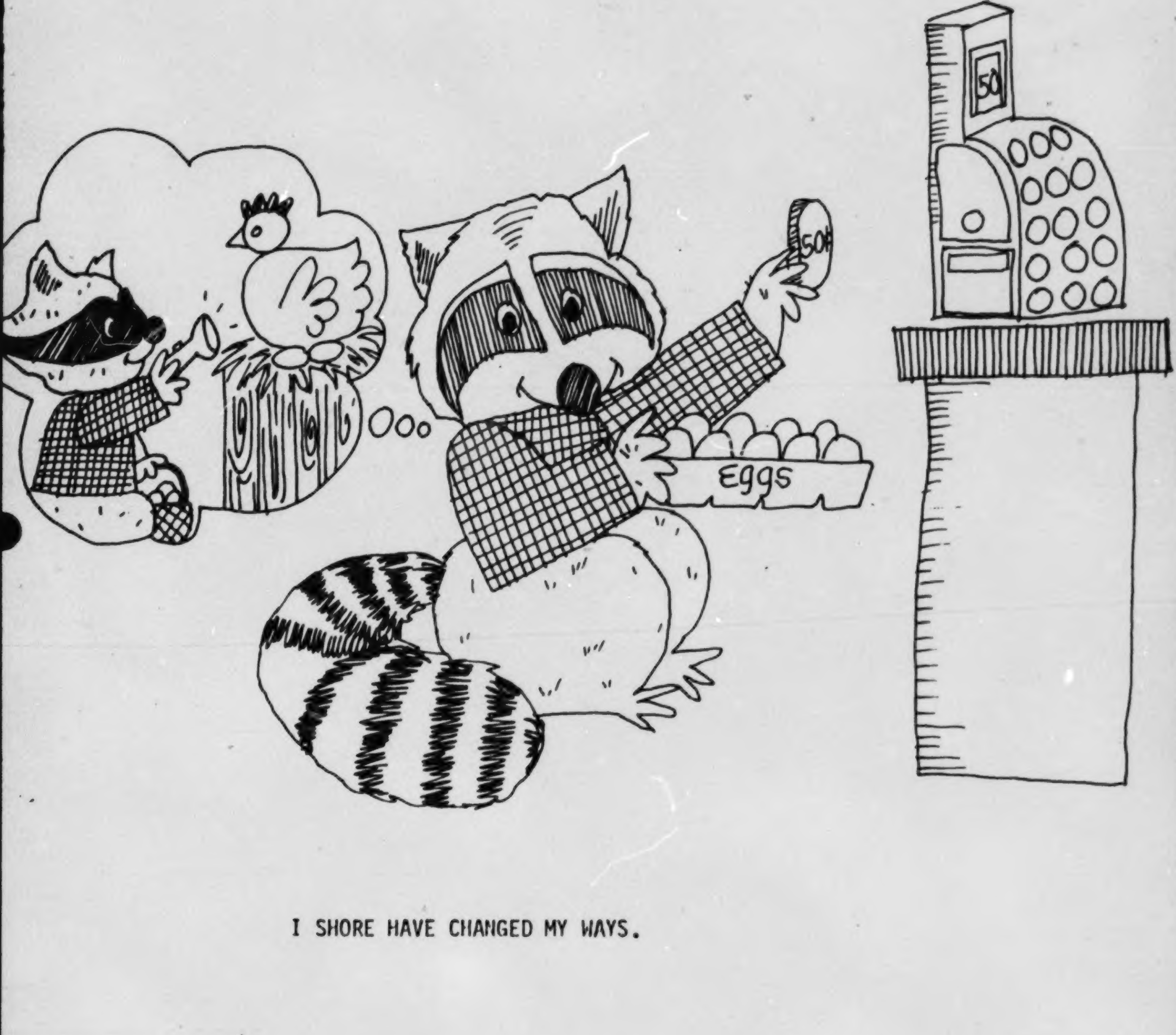
CHANGING DIRECTION?

Goal: This chart might help some advisees clarify in their own minds some reasonable personal goals for themselves.
Group size: Individual
Time required: 25 minutes
Materials: Changing Directions.

To the advisor: This activity is of value only when an advisee has chosen to reveal to you some personal concerns or questions about himself and his relationship to groups or institutions around him.

Directions: List three ways in which you have changed (think or act differently) for each of these categories. Decide whether these changes were positive or negative. Then develop a goal for each that you can work toward or achieve next year.

Changes	Positive	Negative	Goal for Next Year
At Home:			
At School:			
In Class:			
Outside Home or School:			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I SHORE HAVE CHANGED MY WAYS.

School Offerings Awareness (Goal II, Activity Four)

WHOM TO SEE AND WHERE TO GO ABOUT:

Goal: The advisee will learn where to go to accomplish some typical tasks.
Group size: 5-25
Time required: 45 minutes
Materials: "Whom to See and Where to Go" sheet

To the advisor: Advisees can have some fun making out the sheet for their school. It can be used as a group "Scavenger Hunt" to see how many Who's and Where's they can find. After the activity, the completed list should be posted in your advisory station.

What	Whom	Where
Alternative Learning		
Alternate School		
Community Learning Program		
Communications Social Studies Science Business Home Economics Art Industrial Art Driver's Education Math Foreign Language Girl's P.E. Boy's P.E.		
Out of School Learning		
Psychology Practicum		
Career Training Program		
Dual Enrollment		

(Goal II, Activity Four)

What	Whom	Where
Career Education		
Co-op		
Job Placement		
Other Concerns:		
Absence and/or Tardy Admit and Early Dismissal Permission		
Schedule Changes		
To get a room for student meetings		
Lost and Found		
I.D. - Bus Pass		
Smoking Permit		
Information about the Sports Program		
Help with Research		
Information on Colleges		
Information on Careers		
Information on Scholarships		
Official School Record		
Information on Testing		
Clubs and Extra-Curricular Activities		
Sickness		
Paper, Pencils, Art Supplies		

(Goal II, Activity Four)

What	Whom	Where
Teacher Locater		
Student Government		
Janitor's Office		
Maintenance Office		
Phones		
Audio-Visual Materials And Services		
Teachers' Mailboxes		

ENTRANCE TO THE LAND OF AWARENESS
CAREER EDUCATION
CO-OP
JOB PLACEMENT
LOST AND FOUND
INF
ON
CAR

PRACTICING THE CONFERENCE

Goal: An advisee can learn to conduct his own parent conferences.
Group size: Large or small
Time required: 45 minutes
Materials: None

To the advisor: You might want to vary the role-playing depending on the situation. You might have the advisee play his parent or you might have just a few do the role-playing in front of the group. You might even have the class be the parent to ask questions of the advisee.

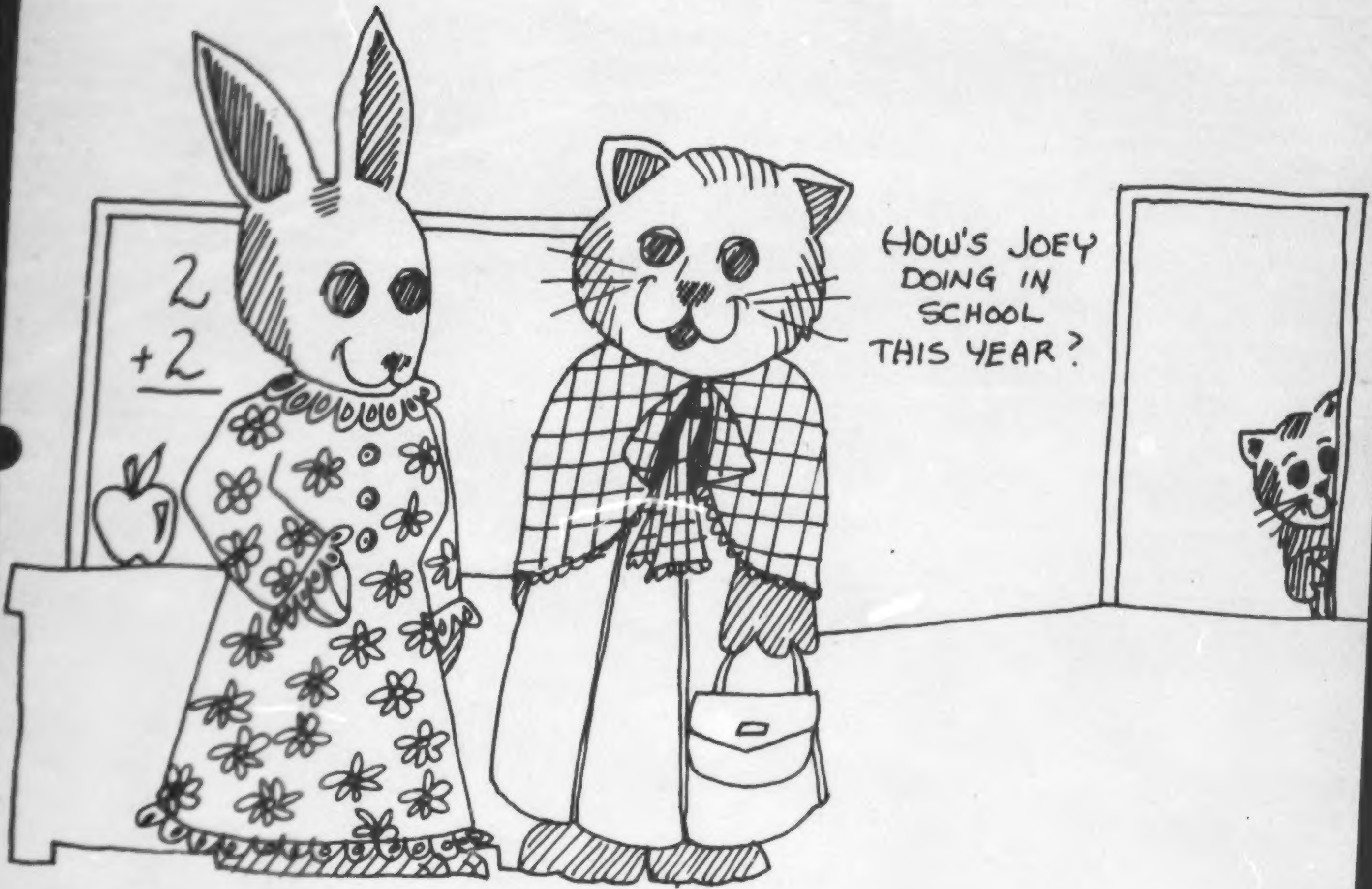
1. Divide advisees into groups of three. Each would play a role representing the parent, the advisor, and the advisee. (Advisor might play himself as well.)

2. Rotate the role so each advisee has an opportunity to be the advisee or himself in the conference.

3. Advisee should start the conference as they would in the actual situation following the prescribed organization.

4. Here is a list of possible questions that a parent might ask:

   a. How's ______________________ doing this year in school?
   b. What does the change in requirements mean for you?
   c. Will they count ______________________ at the University?
   d. But, how come we had to come in and sit here just to hear how good he's doing?
   What are the problems?
   My parents never heard from the school unless there was something wrong.
   e. How's __________________________'s attendance been? Are they cutting any classes?
   f. What'a a "Community Outreach" program?
   g. How may my child get credit if he isn't in school?
   h. Why aren't you taking a full year of American History now?
   i. Don't you have to take Junior English?
   j. What is this basic studies all about?
   k. What if __________________ fails a course?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+2
HOW'S JOEY DOING IN SCHOOL THIS YEAR?

Feedback/Evaluation (Goal II, Activity Four)

MY EXPECTATIONS

Goal: The school needs to know if it is meeting student expectation. If not, it should engage in self-examination.
Group size: Large
Time required: 15 minutes
Materials: "My Expectations"

To the advisor: The purpose of this activity is obvious and stated in the introduction that prefaces the questions. It can be used with juniors and its results given to the principal.

We would like to know if the school is doing for you what you expected it to. If not, we will examine our offerings and policies to determine in what ways we should change them.

1. Did you expect this school to change you? YES NO Is it? ________ ____________________________ Would every other high school have made the same change in you? ________________________________
2. Did you expect this school to improve your skills usable in earning a living? YES NO Is it? ________________________________
3. Did you expect this school to improve your feelings about other people? YES NO Is it? ________________________________
4. Did you expect this school to add to your factual knowledge? YES NO Is it? ________________________________
5. Some schools try to prepare you to follow a definite career. Others do not. Did you expect this school to prepare you for a definite career? YES NO Is it? ________________________________
6. Did you expect this school to prepare you for adult life? YES NO Is it? ________________________________
7. Do you feel better about yourself because of your school experience? YES NO
8. Are you as you expected to be at the end of your junior year? ________ ____

(Goal II, Activity Four)

9. What other things have you learned from your school experience? ______

____

Did you expect to learn these? YES NO

10. What things did you fail so far to learn that you had expected to?

____

LIST OF NEEDS
1. MORE TIME TO SLEEP IN WINTER
2. COURSE ON ADVANCED HONEY COLLECTING
BETTER FIRST AID FOR BEE STINGS

Decision-Making Skills (Goal II, Activity Four)

AN ADVISEE'S WORKSHEET FOR DECISION MAKING

1. What, Who, When of Problem (Stating Problem)

   a. First, let's state what the problem is:

      What actually is the problem?
      Who is concerned?
      When and where did it begin?

   b. What question do you want to answer?

   c. Would you like to write down the entire question?

2. Search for Possible Action (Alternative Search)

   Have you considered what action or actions you can take? Perhaps you might want to brainstorm these. Write down as many as you like, regardless of how different or impossible they seem. Do you think a friend, your parents, or your guidance counselor might suggest some other ideas?

3. Which Action Will Be Best for You? (Consequences)

   a. Now what will be the results of each of your suggested actions?

   b. For each action, think what might possibly happen if you follow through with such an idea. You might want to write this, too.

   c. Now let's consider what each result would mean for you:

      What would each do to the way you feel about yourself?
      What result would be most valuable or important to you?
      Have you considered what each might mean a week from now or a month from now?
      How much risk are you willing to take?

4. Choosing the Best One (Alternative Selection)

   a. Now let's review each action and its results.

   b. Then make a *choice*, keeping in mind how you feel about *yourself*, what's important to *you*, and what it might mean to *you* later. What consequences are *you* able to accept?

5. Time for Action (Implementation)

   a. Now that you've made your decision, let's act on it!

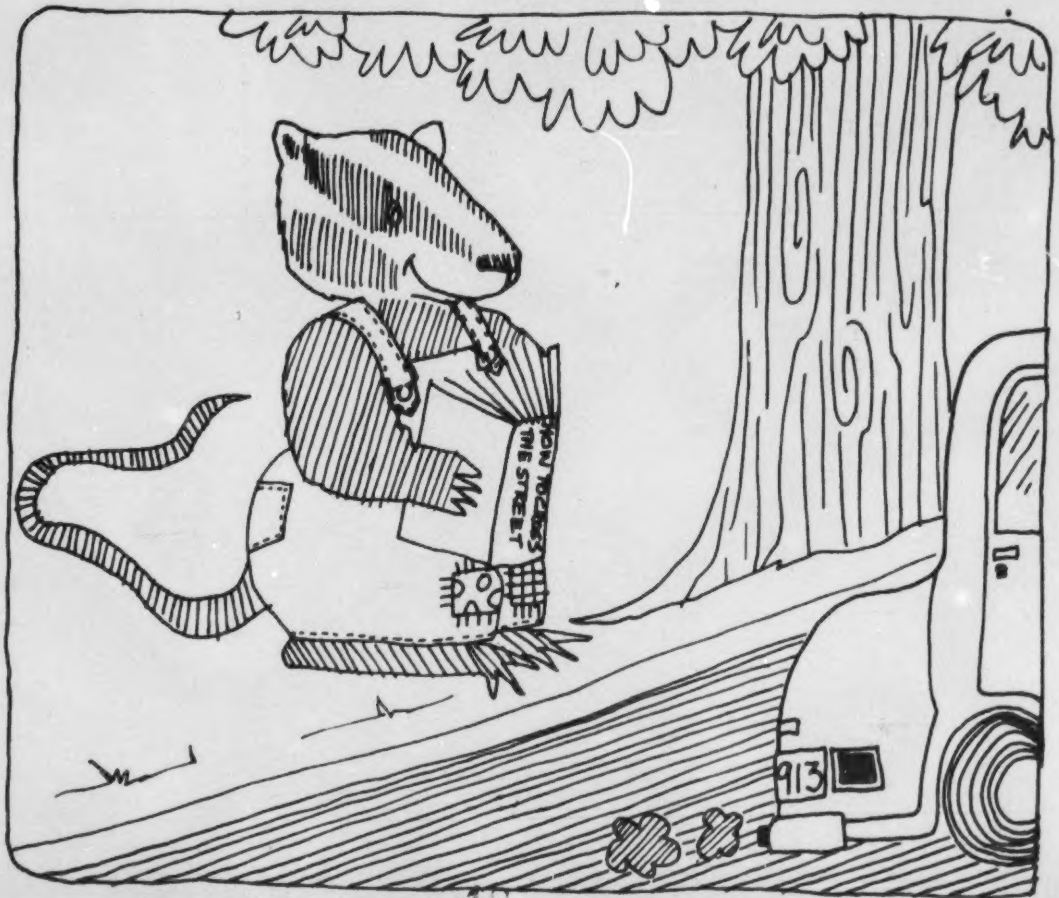
   b. An advisor can suggest the place to start and where to get information:

      Should you make an appointment with ____________________________?
      Would it be best to call ____?
      I think it would be a good idea to talk to ______________ now.
      You've accomplished a lot! Good!

   c. Have you decided what you're going to say? Perhaps it would help to write it down. Keep your decision in mind. Maybe your advisor might know how to start the conversation. You'll do well; you are prepared.

6. Are You Satisfied with the Effect of Your Decision? (Assessment of Decision)

   What happened? Did things go well? Was it what you expected? Do you have good feelings about your results? Do you think this needs follow-up? Perhaps, then you might want to try another course of action. Let's refer to the list of possible actions which you made.


HOW TO CROSS THE STREET
913

(Goal II, Activity Four)

AN ADVISOR'S GUIDE TO DECISION MAKING

1. Stating the Problem

a. Encourage the advisee to define the problem.
Question with interest and concern about the problem.
Determine persons involved in total problem.

b. Help advisee phrase the problem (question) clearly.

c. If advisee seems unable to express the problem orally, advisor may suggest he write it.

2. Alternative Search

Encourage many *advisee* choices for problem-solving actions. Be a positive listener, be accepting of advisee ideas, suggest outside help, and present alternatives only as a last resort.

3. Consequences

a. & b. Encourage advisee to suggest, if many possibilities even write, a list of all possible consequences for each alternative.

c. Encourage advisee to evaluate each consequence in relationship to his willingness to take risks, i.e., his self concept, his values, his needs.

4. Alternative Selection

a. Review with advisee *his* alternatives and their consequences.

b. Encourage the advisee to choose the best action for *himself* based on the risks *he* is willing to take in relationship to *his* self concept, *his* values, and *his* needs. Perhaps the advisor and advisee might consider together the consequences the advisee is able to accept.

c. Compliment the advisee on his choice of action, even thought it may not be the most desirable from the advisor's viewpoint.

5. Implementation

Note: Start with a positive reinforcement of the advisee's decision making. Specific and immediate action should be encouraged while advisee is enthusiastic.

a. Advisor should make every effort to ensure immediate follow-up.

b. Advisor should have information of, or be able to direct advisee to, school and community resources and personnel. Example: Guidance counselor, principal, nurse, doctor, teacher, parents, friend, student, nearest recruitment office, potential employer.

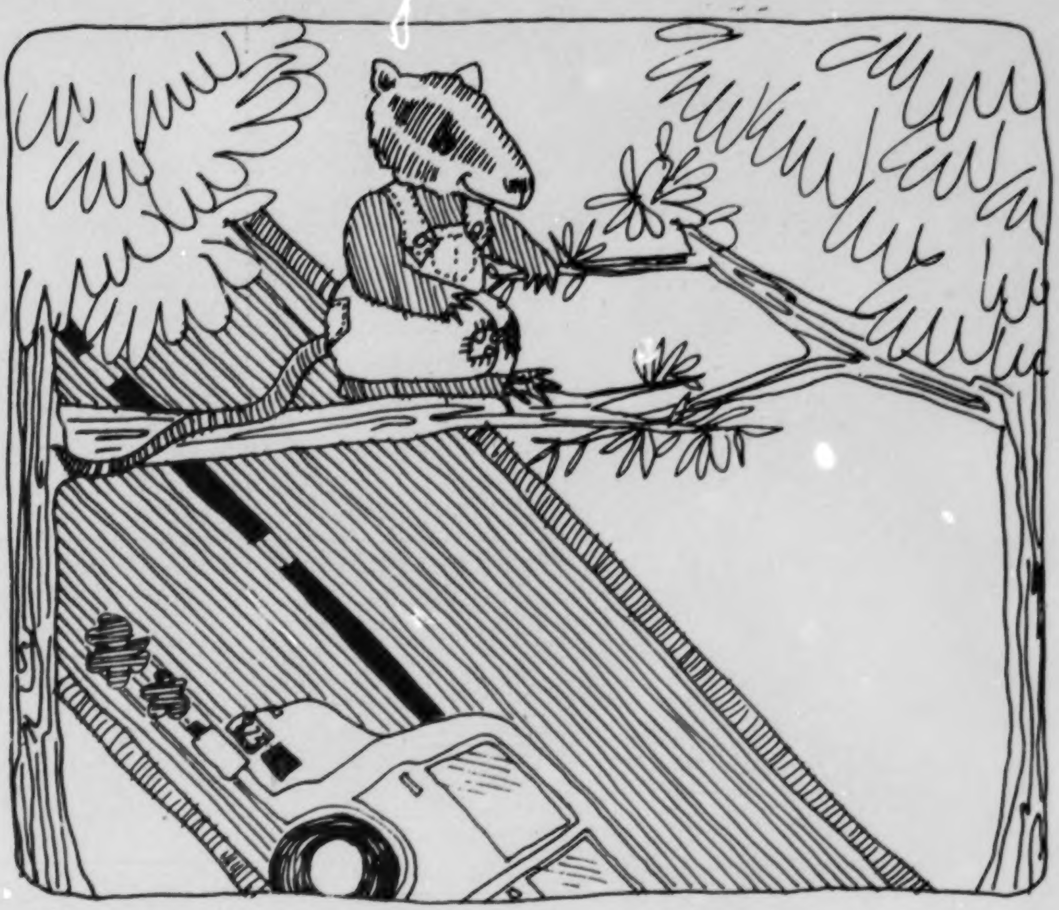
6. Assessment of Decision

Encourage advisee to state the effect of his decision: Was he satisfied with the consequences?

Advisee and advisor investigate need for follow-up:

It is obviously sequential.
Advisee is dissatisfied.
Advisee is uncomfortable.

If necessary, suggest the advisee re-evaluate the possibilities on his list of alternatives and consequences.



BUILD YOUR OWN COLLEGE INFORMATION FILE

Goal: The advisee will collect his own personalized store of college information.
Group size: Individual
Time required: Several sessions, but flexible.
Materials: None

To the advisor: You can help an advisee begin the college preparation and college selection process by encouraging him to build his own file of relevant information. You may offer to let him keep it all in his advisement folder at school, or he may prefer to create a separate notebook at home.

Session One:

"Gofer" Since much information is available at school, you can ask the student to make a trip to the counseling center to "gofer" a personal copy of the following:

1. A college catalog
2. A list of college testing dates and registration forms
3. A sample college application
4. Handouts on college information or instructions on "How to Visit a College", or scholarship information.
5. A list of dates of college speakers.
6. A copy of a college reference book.
7. A list of addresses of schools he might write to

Session Two:

"Write-fers" This time you can help the student draft letters to colleges, asking for brochures, catalogs, applications, or financial aid information. Ask him to come see you when the material comes in.

Session Three:

"Do-fers" After your advisee has sorted through all his material, the two of you will sit down and make a list of things that he will have to "do-fer" college. The list might include:

1. Courses to take
2. Places to visit
3. Tests to complete
4. People to talk to
5. Deadlines for making decisions

Following sessions will consist of times to monitor progress on the "do-fer" list.

WHAT DO YOU KNOW ABOUT THE CAREER YOU HAVE CHOSEN?

Goal: The student will broaden the bases on which he makes his choice of careers.
Group size: Individual
Time required: 20 minutes
Materials: "What Do You Know About the Career You Have Chosen?"

To the advisor: It is important that young persons be aware of the criteria for career choice. Traditionally, they have made choices only on the bases of personal preferences. They presumed that the career of their choice afforded job opportunities. Advisors must encourage them to choose on broader, more realistic bases.

Many persons make their career choices too casually. There are many points to consider besides one's preferences in choosing a career. Try "testing" out your career choice by asking yourself a series of questions about it.

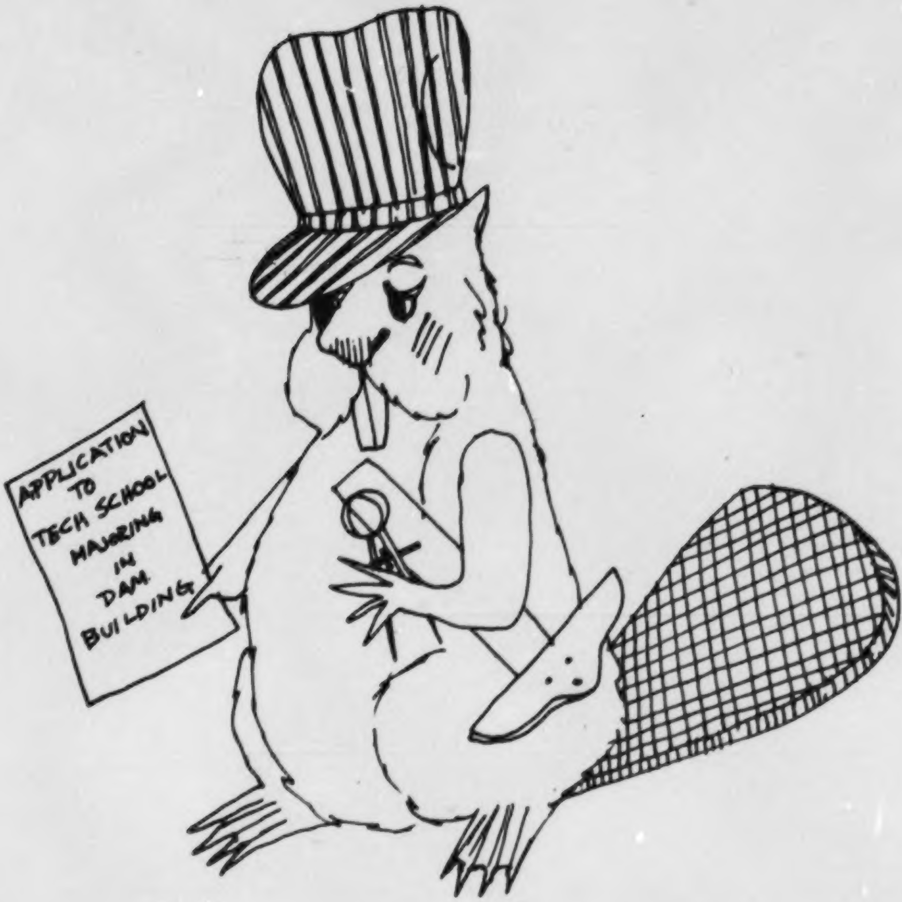
1. State your tentative career choice.

2. Here is a list of 20 priorities you should consider when choosing any career. Decide which are most important to you, which less important. Place a number in front of each (1 - 20) to show how you would rank these priorities.

   a. Will you enjoy doing it?
   b. Can you do it very well?
   c. Will you receive satisfaction from it?
   d. Will you share it with your family?
   e. Will doing it challenge you?
   f. Will it be helpful to your community?
   g. How much education does it require?
   h. What is the average income of someone in this career?
   i. Will your family approve of it?
   j. Will your friends approve of it?
   k. Would you be working with someone or by yourself?
   l. What are the opportunities for advancement?
   m. What are the chances of finding jobs in this field?
   n. What are the opportunities of branching out into other fields?
   o. Does it involve much travel?
   p. Does it involve frequent re-location.
   q. Does it involve serving (helping) persons?
   r. Is it something you will be able to do during your entire working career?
   s. Does your physical condition permit you to enter this career?

3. Having completed this activity, what conclusions have you arrived at about the career you have chosen?

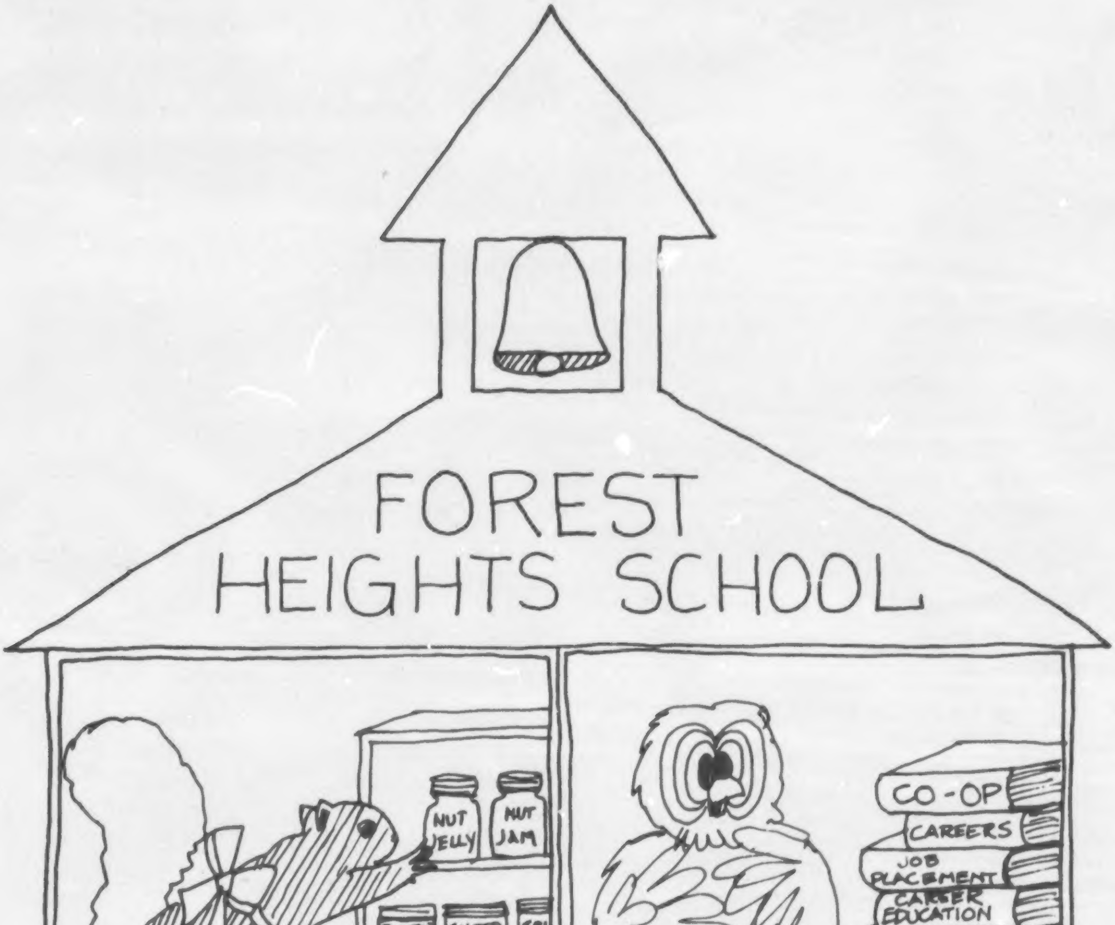
Career Planning/Preparation


APPLICATION TO TECH SCHOOL MAJORING IN DAM BUILDING

NAMES AND FACTS

Goal: The advisor and his advisees need to learn who makes up the advisory so group identity can be established. This process will facilitate getting acquainted.

To the advisor: Get a copy of each advisee's school picture. Record the names of each student under the pictures. Use the photograph as the focal point of a bulletin board of display. Examples: Post items of interest about the advisees and advisor at the ends of the lines. The information could be changed as frequently as desired. It could include: 1) family information, 2) work experience, 3) hobbies, 4) goals, etc. Draw fitting caricatures of group members with photographs of their faces superimposed. Construct either a group collage or individual collages.


FOREST
HEIGHTS SCHOOL
NUT JELLY
NUT JAM
TOASTED NUTS
SALTED NUTS
SPI NU
NUT BREAD
NUT COOKIE
CO-OP
CAREERS
JOB PLACEMENT
CAREER EDUCATION
CAREER INFORMATION
DIRECTORY
JOBS
BASIC BEE KEEPING

ACTIVITY FIVE

Purpose: to examine the roles of various staff members in an Individual Advisory System.

Large group

Step One

"Changing Roles?"

1) Role Change

Make a presentation of the following material which describes the changes that advisor responsibilities bring to the traditional faculty roles of:

a) principal

b) teacher

c) counselor

While the descriptions provided below may be read, you may want to make additions. Focus on the benefits emerging from these role changes:

"You may wish to copy L-19 through L-24 as a handout to stimulate discussion.

Principal's Role

For some principals, student contact involves mainly "disciplinary" action with resulting negative feelings. The Individual Advisory System (IAS) does not guarantee the principal freedom from that disheartening task. But personalized contact and program planning will increase student motivation and involvement in the school. This is not to say that the principal will never have "discipline" problems--but he or she should have fewer of them. IAS will help prevent these problems.

As model advisor

The Individual Advisory System needs the principals to function as advisors. The principals will thus also have the opportunity for full participation in helping relationships. The principal can serve as a model for the other advisors. As a model advisor he or she needs to sustain participation with enthusiasm. (In fact, the principal must help provide for long-term maintenance of the program.) Making changes is never easy. The rest of the staff will need support as they learn the role of advisor and make necessary adjustments and improvements. As advisor, the principal develops an increased sensitivity to the problems of advisement. His or her full participation demonstrates the value and importance of advisement. Seeing a principal share equally the responsibilities of advisor will enhance the feeling of togetherness on the faculty.

Demonstrate commitment

Consequence of not participating

Can an IAS exist without the principal participating as one of the advisors? Yes it can. However, it may be difficult to create a positive and understanding attitude among the staff. Each staff member has other responsibilities and other time demands. All staff could possibly treat an IAS as an ancillary task!

In creating trust

Everyone needs to feel trusted and cared for: counselors, teachers, administrators and students. The environment should say to all within: "You are trusted." Principals can create this feeling. It includes confidence in IAS, the staff, the students and the self. With this confidence, the principal will be willing to take risks and bring about constructive change.

Teacher's Role

Personalized attention

Being an advisor in the Individual Advisory System (IAS) makes it possible to give a few individual students personalized care and attention. An advisor has 15-20 advisees for all of their high school years, if this is mutually satisfactory. The student chooses his/her advisor in one of several ways. The choice may be based on curriculum or out-of-school interests of the advisor. The choice may be an advisor the student already knows. It may be that a group of students choose the same advisor so they can be together.

Student records

The advisor is given the permanent cumulative records of his or her advisees. This allows for easy access to the student files during the advisor-advisee meetings. In some schools, the folders are kept in an Advisement Center, which is also where the advisor-advisee meetings are held.

Advisement meetings

The meetings are held during a regularly scheduled time, which varies in length from school to school. The scheduled advisement period usually takes priority over any other commitment the student might have.

Supported by Individual Advisory System

The Individual Advisory System (IAS) acknowledges the need of the student to have a long-term, personal relationship with an advisor, be it teacher, principal, or counselor. The IAS provides the time and structure necessary for this involvement to occur. It is accurate to say, then, that the work of the teacher is supported and enhanced by the Individual Advisory System.

Counselor's Role

Traditional role

The counselor's role in the high school has traditionally included at least a number, if not all, of the following functions:

- crisis-oriented counseling
- administering and interpreting tests
- educational/vocational guidance for seniors
- scheduling and student registration
- student record upkeep

Individual Advisory System role

The counselor's role in the high school which uses the Individual Advisory System includes:

- providing advisors with backup support by dealing with crisis-oriented referrals.
- administering and interpreting tests along with the other advisors.
- helping advisors develop skills in providing students with educational/vocational information.
- scheduling and student registration of 15-20 advisees.
- student record upkeep of 15-20 advisees.
- developing out-of-school learning programs.
- helping advisors develop skills in active listening, group dynamics, parent conferencing, and conflict resolution.

In a comparison of the two role descriptions it becomes evident that the number of responsibilities does not vary greatly. What is strikingly different is the manner in which each method meets the needs of the students and utilizes the talents of the counselor.

Limited interaction

Traditionally, the counselor has been responsible for as many as several hundred students in the school. Interaction between student and counselor has been limited to brief encounters during registration times or painful encounters during problematic times. Interaction between teacher and counselor has been limited to faculty meetings, workshops, and brief consultations regarding "problem" students. The school program has simply not included the means for significant and consistent dialogue between fellow faculty members as well as a number of students.

Equal involvement

With the Individual Advisory System at work in the high school, the communication barriers between faculty members, and between faculty and students are lessened. Because personal caring becomes basic in the school there is equal involvement on the part of every faculty member and every student. The counselor becomes a member of a team whose overall role includes meeting student needs such as:

Student needs

- receiving personal attention
- learning how to assess oneself and set goals

- entering into meaningful dialogue with parents and teachers
- getting to know an adult in the school
- experiencing daily emotional growth
- developing decision-making skills

Encroachment of counselor territory

At first glance it may well appear to the counselor that implementation of the Individual Advisory System would serve only to minimize his or her function in the high school. If suddenly every faculty member is called upon to advise a small group of students (help them plan their school programs, facilitate their emotional growth, and maintain contact with their parents) how then does the counselor's special talent come into play?

Enhanced counselor role

The counselor functioning in a program of advisement serves as a prime resource for both advisors and students. Freed from an abundance of paper work and integrated into the mainstream of high school life the counselor is finally able to utilize his or her talents and training. The counselor will continue to fulfill many of the traditional roles such as crisis counseling but the Individual Advisory System frees the counselor to deliver a higher level of professional service.

Very simply stated, an advisement program will serve to enhance the work of the counselor rather than to jeopardize his or her faculty position.

Small group

Step Two

"Anxious Responses to Role Change"

2) Anxious Responses to Role Change

Divide into groups and discuss potential anxious responses of principals, teachers, and counselors. It is better to mix teacher, counselor, administrator membership in each group.

Each member in the group should respond to statements such as:

"As a principal I would feel uncomfortable about....."
"As a teacher I would feel uncomfortable about....."
"As a counselor I would feel uncomfortable about....."

Note to workshop coordinator

Examples to facilitate:

As a principal I would feel uncomfortable about finding time to meet advisees when I have meetings that I should be attending.

As a teacher I would feel uncomfortable about contacting parents regarding course schedules.

As a counselor I would feel uncomfortable about having a teacher advisor do something I had previously been doing.

Ask each group to 1) focus on the primary locus of the anxieties and 2) develop preventative activities or supportive functions.

Large group

Review reports from each group.

Note to workshop coordinator

Be prepared to relate the need for an IAS to deal with these concerns through the following:

- an organizational plan
- a staff development program
- a communication system

III. Goal: For the workshop participants to understand various means to structure and implement an Individual Advisory System.

An Individual Advisory System must be adapted to the organizational structure of the local school district. There are some common concerns encountered in every school system regardless of the community. As the organizational alternatives are examined to meet the needs of the IAS and other concerns of the local district, the implications for using each approach should be understood.

There is a constant danger of sacrificing the basic purpose of the IAS for the sake of operational efficiency and control.

Six critical organizational aspects are considered during this portion of the workshop. Alternatives and differing perspectives are explored for each organizational aspect. Participants will also have an opportunity to examine some IAS programs that are currently being used by school districts and critique them in terms of the organizational characteristics previously discussed.

ACTIVITY SIX

Purpose: to explore various options in organizing an Individual Advisory System and to examine the program implications of various structuring approaches.

> Alternate Approach to Activity Six: Instead of having each group consider every component it may be advisable to divide them up and assign the six components to certain groups. Do this only if there are serious time constraints.

Large group

Step One

"Scheduling"

1) Scheduling

The group should examine scheduling alternatives:

- home room
- extended period
- special time
- time block
- other: ____________________

"Scheduling Alternatives"
Handout Page 28

Fill out Advantages-Disadvantages on "Scheduling Alternatives" handout for each method.

"Scheduling"
Handout Page 23

The "Scheduling" Handout, page 23, presents a time block approach. This is a more complex approach and deserves some detailed attention. Use the time block method to demonstrate how to fill out the "Scheduling Alternatives" worksheet.

Method	Advantages	Disadvantages
time block	·builds advisor cohesiveness ·forum for advisor problem solving ·can build in staff development activities ·can adapt to unique advisor needs ·promotes attention toward individual/personalized methods	·requires special provisions for group advisee contacts ·special attendance monitoring needed ·open school climate required

Small groups

Organize into small groups to finish "Scheduling" and the other components.

2) Advisors

Step Two

"Advisors"

Each group should examine advisor considerations:

·membership (who?)

·communication (clusters?)

·coordination (leadership?)

"Advisors"
"Advisors Alternatives"

Handout Pages 29-31

Each group should strive to get consensus on a best approach from two alternatives.

3) Advisor-Advisee Membership

Step Three

"Advisor-Advisee Membership"

Each group should examine advisor-advisee assignment alternatives:

·random assignment

·match characteristics

·advisees select

Fill out "Advisor-Advisee Membership Alternatives" response sheet.

"Advisor-Advisee Membership Alternatives"

Handout Page 34

One school's approach is presented in the "Advisor-Advisee Membership" handout. This is a random choice method. Note special considerations such as "how do you handle requests for change?"

"Advisor-Advisee Membership"
Handout Page 32

4) Advisement Settings

Step Four
"Advisement Settings"

Each group should discuss possibilities for locating advisement activities

- home rooms
- advisement center
- guidance area
- integrated with another area, e.g., library, lounge, cafeteria
- other: ______________________________

Fill out "Advisement Setting Alternatives" response sheet.

"Advisement Setting Alternatives"
Handout Page 36

The advisement center concept is promoted in the Handout "Advisement Center". This is an example of how one school has organized their center.

"Advisement Center"
Handout Page 35

5) Parent Conferences

Step Five
"Parent Conferences"

Each group should examine methods of parental contact:

- phone contacts
- informal affairs
- parent/advisor/student conferences
- other: ______________________________

"Parent Conferences"
Handout Page 37

Ask each group to prioritize the type of parental contacts in terms of importance to an IAS, Handout Page 41.

"Parent Contact Priority List"

Handout Page 41

The "Parent Conferences" handout explains how one school arranges for three types of parent conferences.

6) Staff Development

Step Six

"Staff Development"

Each group should discuss aspects of the following staff development concerns:

1. Pretraining - What kind of program(s) are feasible for IAS?
2. Continuous Inservice - How can this best be achieved?
3. Resource Personnel - Make a list of the types of resource personnel to look for in the school and community.
4. Cluster vs. Total Group - Should the responsibility and activities be determined by each cluster or planned for the total [illegible]ory staff?

"Staff Development Worksheet"

Handout Page 45

The "Staff Development" handout will stimulate discussion on each of the four questions above. Fill out Handout Page 42.

"Staff Development"

Handout Page 42

The question of staff development will receive more attention later when their local plans are developed.

REMEMBER...

Activity Nine, Page L-40

SCHEDULING

It is important to keep the basic purpose of an individual development system in focus when organizing the program. It is possible for an "advisory type" system to be oriented toward school system efficiency rather than personalizing student learning. While the system should be reasonably efficient, an overconcern for efficiency can distort the purpose. It is possible to have an individual advisory system and not significantly increase individualized student contact and involvement. A "warmed over" home room approach wherein the student is only seen in a group and the goals are limited to mainly administrative concerns, such as a class scheduling, record keeping, and announcements, will probably offer little personalized development. While scheduling may be one responsibility of the advisor and group meetings may be an appropriate method for discussion and efficient processing, the primary focus should always be the facilitation of individual student development.

Before outlining a workable method of scheduling advisement times it is necessary to define several terms:

Advisory Group: A group consisting of one advisor (faculty/staff member) and fifteen to twenty advisees (students).

Advisement Team: A group consisting of six to twleve advisors (faculty/staff members).

The Advisement Team is made up of faculty/staff members representing different subject areas, ages, experiences, and philosophies. Every advisor in the school building belongs to a Team through which members draw support and share ideas. Therefore, scheduling must be such that each advisor has ample time to meet with his or her Advisory Group (students) and each advisor has ample time to meet with his or her Advisement Team (fellow advisors).

Advisement Block: A block of time equivalent to two class periods. During part of this time-block the advisor meets with his or her Advisement Team. During the remainder of this time-block the advisor meets with his or her whole Advisory Group or with individual advisees from that Group.

The easiest and most facilitative approach to scheduling advisement time into an already existent school program is not the addition or creation of an extra time period. Such an approach requires extending the school day or shortening class and/or lunch periods.

A more expedient method of scheduling advisement time is to view your existent school schedule as a base upon which to superimpose a new additional schedule made up of three Advisement Blocks per day. This results in a minimally disturbed school program.

Both the regular class periods and the new Advisement Blocks will run simultaneously. For the purpose of a simple example let us assume that the regular school day extends from 8:20 a.m. to 3:35 p.m. and that class periods run for one hour. (The example can be modified to fit your particular school day schedule. What is important to remember is that one Advisement Block should be equivalent to two class periods.)

Class Periods	
8:20 - 9:20 9:20 - 10:20	8:20 - 10:20
10:20 - 11:20 11:20 - 12:20	10:20 - 12:20
12:20 - 1:20 (lunch)	12:20 - 1:20 (lunch)
1:20 - 2:20 2:20 - 3:20	1:20 - 3:20
3:20 - 3:35 (homeroom)	3:20 - 3:35 (make future advisement appointments)

Each advisement Team is assigned one Advisement Block each week. During their Advisement Block the faculty/staff members on the Advisement Team release their class(es) or leave their staff work and meet in the Advisement Center. After meeting with each other they remain in the Center to meet with their advisees. For example, at the beginning of the year you and the other members of your Advisement Team are assigned one of the Monday Advisement Blocks. Throughout the year you will then meet with your Team members (other advisors) and, afterwards, with your Group members (your advisees) during one of the three Monday Advisement Blocks.

In order to avoid the apparent problem of advisors needing to have double free periods each week on the same day or cancelling the same class(es) once a week, the Advisement Blocks will rotate on a three-week cycle. For example, the chart below demonstrates how this rotation works. Advisement Team A meets during Advisement Block I (8:20 - 10:20) on the first week. The second week Advisement Team A meets during Advisement Block II (10:20 - 12:20) and the following week Team A will meet during Block III (1:20 - 3:20). On the fourth week the cycle begins over again.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
First Week					
8:20-10:20 I	Team A	Team D	Team G	Team J	Team M
10:20-12:20 II	B	E	H	K	N
1:20-3:20 III	C	F	I	L	O
Second Week					
I	C	F	I	L	O
II	A	D	G	J	M
III	B	E	H	K	N
Third Week					
I	B	E	H	K	N
II	C	F	I	L	O
III	A	D	G	J	M

According to this chart three different Teams meet on each of the five school days. Advisors and advisees have, built into their regular school week, a block of time during which to meet. However, they also have regularly planned classes which, due to the rotating Advisement Block, are not greatly disturbed.

It is not typical for an advisor to meet with his or her whole group of advisees every week. The system is set up to foster one-to-one student contact. As a matter of fact, the group may assemble as a whole only once or twice in a semester. Individual advisees make appointments with their advisor in advance of their scheduled Advisement Block. Even if the same advisee needs to make contact with his or her advisor each week over a six week period, the advisee can schedule these meetings in such a way as to avoid missing time in a particular class more than once. This is one of the advantages of the rotating Advisement Blocks. For example, in the case of the above mentioned student, he or she could arrange private meetings with his or her advisor during a six week period in the following manner:

Week I - 8:45
Week II - 10:45
Week III - 1:45
Week IV - 9:20
Week V - 11:20
Week VI - 2:20

(Advisors meet with advisees following the Advisement Team meeting. Advisors on a Team will generally meet for 20-30 minutes each week at the beginning of their Advisement Block.)

Thus, the student has missed portions of six different classes over a six-week period as opposed to missing the same class daily for six days or weekly for six weeks. Students are summoned from class by the Advisement Center secretary(ies) and return to class as soon as the appointment is finished. Another feature here is the responsibility and opportunity the student is given for planning in advance.

The rotating schedule also accommodates the advisors. During his or her assigned Advisement Block (two consecutive class periods/week) the advisor must be available in the Advisement Center to work with any of his or her 15-20 advisees who have made appointments. This will mean that each week the advisor who teaches will release one or two classes in order to be in the Advisement Center. The students who are released from these classes will have a Commons time during which they may go to the library, gym, study hall, or other school facilities. Because Advisement Blocks are set up on a rotating basis an advisor who teaches will only release any one particular class every three weeks. This can be beneficial in that time is thus automatically built into classes for students to work on independent projects.

A clear understanding of the described scheduling process is crucial for implementing the Individual Advisory System. A rotating Advisement Block superimposed on an already well functioning class schedule is, in the long run, the most accommodating and effective manner of scheduling time for advisors and advisees to meet either as a group or individually.

(Goal III, Activity Six)

SCHEDULING ALTERNATIVES

Method	Advantages	Disadvantages

(Goal III, Activity Six)

ADVISORS

Advisor-Advisee

The main goal of the Individual Advisory System is to establish and keep open a strong line of communication between every student and at least one adult in the school. Therefore, it is necessary that every faculty/staff member (principal, vice-principal, librarian, counselors, and teachers) assume the role of advisor. This maximizes the possibility for one-to-one contact between students and their advisors since the greater the number of advisors, the smaller the number of students assigned to each advisor.

Advisement Blocks are scheduled to further enhance this individual contact. If an advisor, such as a counselor in the present school system, is assigned over 30 students with which to work, even such advantages as Advisement Blocks cannot nurture consistent individual contact. No advisor should be responsible for more than 20 advisees.

Advisor-Advisor

Another line of communication which must be established and maintained is between advisors. As faculty/staff members assume this new role of advisor they discover that suddenly, regardless of their formerly established school role, they now all have something in common, besides the students, about which they can share information. This new bond is a healthy one. Departmental barriers break down and the adults at work in the school begin to need each other in a new way.

It is vital that advisors share their talents and ideas. The most effective way of insuring such communication is to divide the faculty/staff into teams of six to twelve members each. These teams remain constant from year to year allowing the advisor members the opportunity to get to know each other well enough to share openly and honestly their ideas and feelings. Members of the teams should vary in age as well as experience, philosophy, and school involvement. Each team will elect a leader (not necessarily the principal or a counselor if one or the other is a team member). The leader will be responsible for coordinating the group and arranging such things as field trips that the team as a whole may wish to take during one of the Advisement Blocks. However, everyone on a team shares ideas and each member should feel comfortable giving presentations to the rest of the group when he or she feels informed in an area in which other team members need additional help.

ADVISORS ALTERNATIVES

Membership

Best:

Other:

Communication

Best:

Other:

Coordination

Best:

Other:

(Goal III, Activity Six)

ADVISOR-ADVISEE MEMBERSHIP

An Advisory Group consists of one advisor (faculty/staff member) and fifteen-twenty advisees (students). When a student enters tenth grade he or she is assigned to an Advisory Group. This assignment is made according to a random-choice method of selection. During the summer prior to entering the school, the student receives by mail a description of the Individual Advisory System and is asked whether or not he or she has a preference for a particular advisor. In the case of students with older siblings in the school this opportunity for choice of advisor allows them to draw upon the experience of someone they know well and receive some firsthand insight. However, most of the students, for whom the school is a new and unknown environment, will be unable to express a particular choice in advisors and, therefore, placement in those cases needs to be on a random basis.

An advisor stays with his or her same group of advisees throughout the three senior high years. Therefore, an advisor will be working with a group of tenth graders one year, the following year with the same group at the eleventh grade level, and during the next year with the group as seniors. The bond between an advisor and his or her advisees is strengthened during their three year relationship. They work together toward an important goal. In the case of one high school, when the advisor in a particular Advisory Group handed diplomas to his advisees at graduation they, in return, each handed him a yellow rose. Such tokens of appreciation reflect the fact that something personally meaningful has taken place.

Although each Advisory Group works together as a unit throughout the three senior high years there are occasional changes. During a student's first year in the school he or she may not establish adequate rapport with the assigned advisor and thus may request a change. Because advisors and advisees are human it is unrealistic to believe they always can and will be compatible in their assigned groups. There must be some flexibility to allow for change during the first year of getting to know one another.

Advisory Groups will not necessarily be composed of students all of whom are in the same year. Transfer students from different levels will be assigned to groups or advisees may ask to be in a particular group most of whose members are in a different level. For this reason it is valuable for advisors to have experience with the various needs of students at the three different senior high levels.

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(Goal III, Activity Six)

ADVISOR-ADVISEE MEMBERSHIP ALTERNATIVES

Method	Advantages	Disadvantages

(Goal III, Activity Six)

ADVISEMENT CENTER

The school which implements the Individual Advisory System should have an Advisement Center. Just as teachers are given classrooms and laboratories for teaching, and administrators are provided with offices in which to work, so too must space be allotted for use by advisors and advisees. This space should accommodate group meetings of twenty people as well as allow space for individuals who prefer to work in pairs apart from the group.

Within the Advisement Center are kept resources such as vocational information, college and technical catalogs, kits (decision-making, occupational information, self awareness, etc.), and books and magazines for use by both advisees and advisors.

Also housed in the Advisement Center are the school counselors and secretaries. Although this arrangement is not always possible, every effort should be made to create a large enough open space for the Advisement Center so that key school personnel with whom students usually come into regular contact will be a working part of this setting. This will be advantageous for the advisors as well.

Students' records are kept in the Advisement Center and are thus always readily available for use by advisors and advisees. Students are encouraged to contribute to their own records and build up a file which will be of use to them after high school when making application to a college or for a job.

The Advisement Center should be a warm and friendly setting with comfortable chairs and several conference tables available for use during Advisement Blocks. The room, furniture, and materials need not be sparkling and new--what _is_ necessary is an atmosphere which lets people know that this is a personal place where students and advisors can grow to know themselves and each other better.

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(Goal III, Activity Six)

ADVISEMENT SETTING ALTERNATIVES

Setting	Advantages	Disadvantages

(Goal III, Activity Six)

PARENT CONFERENCES

Unfortunately, parents are most frequently called in to take an active part in the life of their youngster at school when a crisis occurs. They are only called by phone to hear of discipline problems, not to take part in sharing positive things. Students in high school have so many teachers that when parents are curious about or interested in a school matter they don't know whom to call about what. This somewhat typical plight of the parents of high school students is one of the basic concerns of advisors.

Parent contact involves communication between a student's advisor and his or her parent(s). This communication is maintained in three ways:

1) Parent-student-advisor conferences
2) Telephone contacts
3) Informal gatherings

1) Parent-student-advisor conferences are conducted at least once each term when new schedules are being planned. However, advisors should arrange for more frequent conferences in order that some are held purely for positive feedback to the parent(s). Because the conferences held with the student and his or her advisor and parent(s) are held for the purpose of planning and evaluating the student's progress, it is important to plan the conferences carefully. The whole conference process can be dealt with most efficiently by dividing it into four phases:

   a) pre-planning - Prepare several worksheets for the advisee to fill out before the conference takes place. Items such as the following examples will help the student take more control of the conference. (What is the best thing that's happened to you at school during the last month? List your classes. Mention some skill or idea that you have acquired and that you have enjoyed for each class.) On another worksheet provide the advisee with an opportunity to help determine a conference agenda. (List at least five items that you think your parents would be interested in discussing in a three-way conference with you and your advisor.)

Forms should also be sent to the advisee's teachers to make comments on the student's learning program, progress, needs, and interests.

Before the actual meeting, organize a conference format and go over it with the advisee. Also list some suggestions for conducting a meaningful conference. (Don't attack teachers. Listen to parents, etc.)

A final pre-planning step is to utilize the process of role playing and let several or all of your advisees work in groups of three. Each student should assume the role of advisee, that of parent, and finally that of advisor during brief role-play sessions. This will help students experience all facets of the parent-student-advisor conference.

b) making the appointment - Contact the parent(s) by phone and arrange for the conference to be held at a time which will be convenient for all involved. Holding the conference during the school day will give the parent(s) an opportunity to see the school in operation.

c) conducting the conference - It is important that the conference be a time during which the student and his or her parent(s) reach some honest understanding of each other's expectations and plans. The advisor should enter into the conference as a resource person who is able to explain what is involved in school programs, what the student might expect from various programs, and how different programs will enable the student to reach certain goals. The conference is primarily a time of dialogue between student and parent(s), not a session during which the advisor reports to the parent(s) about the student's grades and behavior.

d) writing the conference report - Following the conference the advisor should write a report which will then be included in the advisee's permanent records. This report should be objective and to the point. It will be helpful to both the advisor and the advisee in preparing for future conferences.

2) Telephone contacts are a method of keeping in frequent touch with an advisee's parent(s). Calls should be made by the advisor on a regular basis. Sometimes the call will be made merely to say "hello". It is important to keep in mind the fact that parents do have questions and concerns but in the past they have not had any contact in the school (unless they happen to have a friend on the staff). Therefore, parents are not accustomed to talking over concerns as they come up. By making yourself available on the phone from time to time you will give parents a chance to talk with someone at the school in a non-threatening way.

When an advisee enjoys some success (even if the success may, to most observers, appear insignificant), his or her advisor should make a mental note and remember to call the advisee's parent(s). Such "sunshine calls" are so significant that we wonder why they have not always been required. Parents deserve the opportunity of sharing in their children's golden moments, big and small.

3) Informal gatherings afford advisors and parents the chance to get to know each other as human beings. This being the case, it is important to remember that there are a significant number of human beings who do not seek out, nor do they enjoy, a great number of friendships outside of their family circle. Care must be taken to avoid pushing parents who may not want to take part in arranged informal gatherings. On the other hand, care must also be taken in determining the type of gatherings that would be successful in drawing parents who don't otherwise participate in school functions but aren't necessarily averse to doing so. In other words, Advisement Teams should take the time to discuss and examine the temperament of the community in which the school is situated. On the basis of the social characteristics of the community, informal gatherings (Sunday teas, small discussion groups, Saturday afternoon fairs, etc.) can be planned that would appeal to the parents.

(Goal III, Activity Six)

PARENT CONTACT PRIORITY LIST

List highest priority first:

Contact	Justification

(Goal III, Activity Six)

STAFF DEVELOPMENT

In order to meet the needs of individual students, the Individual Advisory System calls for a strong program of continuing staff development. Plans for this program should be made in light of the following considerations:

a) rationale
b) content
c) structure

Rationale

The area of rationale deals with the question, why should there be on-going staff development in the Individual Advisory System? There are two major reasons. The first reason is that the advisors' responsibilities involve mastering and teaching new skills. Examples of these would be self-assessment or decision-making skills. Advisor responsibilities also include internalizing new and changing information, as in the case of awareness of the total range of school offerings. This information will be used by the advisor to help his or her advisees with their immediate and long-range program planning. Systematic staff development will help advisors to share their knowledge with one another, thus making efficient use of teacher time and skills.

For teachers to share information, they must get together. Communication, then, is the other major reason to plan for continuing staff development in the Individual Advisory System.

Content

The area of content deals with the question, what are the topics of the staff development or in-service meetings. This will vary according to the needs of the group. The basic topics of the staff development very likely will be the eight areas of advisor responsibility: program planning, self-assessment, school offerings awareness, parent relations/ conferences, feedback/evaluation, decision-making skills, career planning/ preparation, and school/community issues. The staff development program also must provide for communication within advisement teams and between advisement teams. (For this reason, all workshops and in-service meetings should be attended by everyone on the school staff.)

Structure

The area of structure deals with the question of how and when does staff development occur. There are no hard-and-fast rules but many possibilities exist. Remember, the goal of a vital staff development program is to help the advisors meet the needs of their advisees. It is obvious that staff development occurs informally as advisors share with one another during the advisement team meetings. It is conceivable that an advisement team could use just the first fifteen minutes of its advisement block for a quick update on, say, whether the new math course meets state graduation requirements. Or they might use one whole two-hour advisement block to hear presentations by admissions counselors from several nearby colleges. It would even be possible for them to take the two-hour block to go as a team on a field trip to the new vocational-technical school. If the communication is clear, the advisors can plan for these staff development sessions and can schedule their advisees accordingly.

There will probably be a need for every faculty member to receive the same information. Thus, it is probable that there will be all-faculty in-service meetings attended by everyone. These may occur during workshop weeks, after school, or on Saturdays. The key to valuable in-service is continuing development of advisors which enables them to meet the needs of each individual advisee.

(Goal III, Activity Six)

STAFF DEVELOPMENT WORKSHEET

Pre-training:

Continuous Inservice:

Resource Personnel:

Cluster vs. Total Group:

ACTIVITY SEVEN

Purpose: To examine current advisement programs and analyze them in terms of critical organizational features.

1) Current Advisement Programs

Small groups

Step One

"Current Advisement Programs"

Explain to participants that each of the groups will be asked to critique one or more model schools: Redfield, Minnehan, Sandberg, Rutledge, Hill Road, and West High. Handouts have been prepared describing the manner in which each of these schools has instituted an advisement program (Handout Pages 46-55).

Handout Pages 46-55

Distribute to all members of each of the groups the handout sheet which describes "their" model school program.

Note to workshop coordinator

Most of the information on Handout Pages 46-55 was taken from interviews with secondary school teachers, counselors, and principals. It describes the ways in which six actual secondary schools in different regions of the United States have implemented the Individual Advisory System.

Handout Page 57

Feed "forward" to last workshop session (application stage)

Also distribute to every workshop participant a copy of the form provided on page 57. Explain that this form lists the same component features as used in the descriptions of the six model schools. During this part of the workshop the participants should use this form to jot down any notes and ideas they feel would be helpful later on when they will be asked to formulate a workable advisement program for their own school. They will need to consider how these same components would best be worked into their school's existent program.

Allow ten minutes for each group to read and digest the program description of each assigned model school. The members within each group may wish to role play the faculty of that school to get a feel for the program.

Role play model schools

Large group

2) Model Presentations

Step Two

"Presentation and Critique"

Each group should present a critique of the model(s) IAS assigned to them. Other group members may wish to take notes of the critique on their handout of the model.

The objective of this activity is for everyone to learn about the IAS variations being presented. Encourage the "audiences" to ask clarifying questions. No one of these variations is to be taken home and implemented in toto. This exercise is intended to convey the fact that every school can implement an IAS program individually.

3) IAS Model Continuum

Step Three

"IAS Model Continuum"

After each "group" has presented and critiqued its advisement program ask one member from each group to come to the front of the room and hold a piece of paper showing the name of their model school (Redfield, etc.). Designate one side of the room as representative of "Maximum use of IAS" and the other side of the room as representative of "Minimum use of IAS". Now have the six representatives place themselves (their model programs) on this continuum according to how they feel their school has used IAS. Once the six people have assumed a continuum position invite various members of the audience to come forward and rearrange the model school positions along the continuum if they wish to and explain why they are making the change.

In summary, if one were to place these schools on a continuum describing the range of variations, it might look something like the one provided on Handout Page 56.

"IAS Continuum"
Handout Page 56

(Goal III, Activity Seven)

REDFIELD HOME BASE PROGRAM

Scheduling

Home Base Period (HBP) takes place during the morning homeroom period. HBP consists of announcements, roll call, scheduling, and student contact.

Advisors

Every teacher has an advisement group. The HBP is being done on a trial basis with the hope that it will evolve into a more comprehensive Individual Advisory System. Present responsibilities include making announcements, taking roll, scheduling and student contact. Advisors do not presently keep advisee files. The role of the counselor is basically unchanged. The counselor goes into the social studies classes for program planning with students.

Advisor-Advisee Membership

Advisors are assigned through the principal's office. They stay together for three years, with the exception of requested changes. The size of each Home Base group is the same size as the former homeroom group.

Advisement Center

There is no Advisement Center. The appropriate records are kept in the principal's office and in the Counseling office.

Parent Conferences

Teachers are responsible for communicating progress information to parents of students in their courses.

Staff Development

The school tried to implement an IAS variation but did not continue it. The teachers felt uncomfortable. A counselor indicated that the staff development was not adequate. On the basis of this experience, the counselor recommends stressing values clarification, human development, and group skills in the IAS inservice workshops. The teachers need to feel comfortable with these kinds of activities.

(Goal III, Activity Seven)

SANDBERG ADVISOR-ADVISEE SYSTEM

Scheduling

There is a daily ten-minute Advisor/Advisee (A-A) meeting in the morning for attendance and announcements.

Each grade level 7-12 meets for one full period during the day:

1st hour.....7th grade
2nd hour.....8th grade
3rd hour.....9th grade
4th hour....12th grade
5th hour....10th grade
6th hour....11th grade

The whole grade level is free during a given period. Students are not to schedule classes during their A-A period. However, they can be involved during the A-A period in independent study.

Next year they hope to have two-hour A-A periods which meet twice a week. The remaining three two-hour periods will be spent in classes.

Advisors

Everyone on the faculty, including nurses, is an advisor. Each advisor has the cumulative files of his/her advisee. They help students plan course selections. They help students register and schedule classes. They plan informal interaction with the students.

Advisor-Advisee Membership

The student's preference for advisor is honored. Changes are made as needed. The A-A groups consist of 15-20 students per advisor.

Advisement Center

The building is very old and sees 96% room use. They have no Advisement Center per se but schedule whatever space is available for meetings.

Parent Conferences

They are the responsibility of each advisor. They gather pre-conference data from parents as well as from the students and their teachers. Advisors assess their professional needs and plan to meet them. For example, last year, they gave reading proficiency tests and made referrals to the high school developmental reading center. They analyzed the reading level of each textbook in their school. This proved helpful in recommending courses to students.

Ninth and tenth grade advisor teams elected a coordinator. This coordinator met with the other advisors to communicate weaknesses and strengths of the ninth and tenth graders.

Staff Development

The counselor serves as a resource person for staff development in addition to traditional responsibilities.

(Goal III, Activity Seven)

THE RUTLEDGE INDIVIDUAL ADVISORY SYSTEM

Scheduling

Each student has a DUT (daily unassigned time) during which he or she spends one hour in the commons area. This DUT is more commonly called a "commons period." During this given "commons period" the students' advisors are also scheduled into the commons. Here the students can use the media center, go to the snack bar, play basketball, study, or meet with their advisors. The advisor can see his or her advisees individually or as a group during this time.

Advisors

Each faculty member is an advisor: principal, assistant principal, librarians, teachers and counselors.

Their responsibilities are to:
--maintain student contact.
--serve as an emotional resource.
--establish home-school communication.
--help doublecheck registration for small problems.
--get copies of advisees' deficiency reports.
--help advisees improve study habits if necessary.

Advisors are urged not take on bigger problems than they can handle.

Advisor-Advisee Membership

Advisees are not assigned to an advisor who is one of their subject matter teachers. Personality differences are taken into account; therefore, students can switch advisors. The objective is to increase one-to-one contact. All students are assigned to new advisors at the beginning of each school year.

Each advisor has about 15 advisees.

Advisement Center

The commons area is located away from the classrooms and near food services, gymnasium, media center and counseling and administrative offices. IAS has been in effect since the school opened (three years). The facilities and time allowance were planned to accommodate IAS.

Parent Conferences

Advisors maintain telephone contact with parents. Parent reaction to this has been positive. This contact includes positive feedback as well as concerns. The principal describes this as a young, enthusiastic, and energetic faculty.

Staff Development

The first 8-10 advisor-advisee meetings were planned for the staff. They were given specific objectives for those meetings. Advisors were also given 15-30 specific tasks to accomplish with their advisees during the year. It is felt that there will be less teacher resistance if they understand the goal of IAS, their role, and their specific responsibilities.

Counselor responsibilities include:

--all program planning and course registration.
--standardized testing.
--crisis intervention.
--self assessment.
--counselors train advisors in group skills and work with faculty on advisement skills during faculty meetings.

The administration at Rutledge feels that the counselors must continue to have full responsibility for all testing, since not all faculty members are prepared in this area.

(Goal III, Activity Seven)

THE MINNEHAN TEACHER/ADVISOR SYSTEM

Scheduling

Advisors and advisees meet first thing in the morning for ten minutes every day. They take care of attendance, announcements, and human development activities. During the Spring quarter long-group sessions are held for evaluation of the first three quarters and to plan programs. These long sessions are also used for discussing school and social issues.

Advisors

The whole staff advises. The responsibilities of the advisor are:

1) self worth
2) caring climate
3) student-teacher relationships
4) student peer group relationships
5) human development

The counselor assigns advisees. The counselor is not being replaced. Instead, this system allows him or her to work on referrals at a higher professional level. The Teacher/Advisor (T/A) System has reduced student contact with the counselor for routine matters.

Advisor-Advisee Membership

The advisee assignments are based on student preference. Students list five possible choices. Usually a student gets his or her first or second choice. A T/A Family consists of students from grades 7-12. The teachers felt this would be most beneficial for behavior modeling. The principal, however, indicated a preference for a junior high-senior high breakdown because of a differencein the career planning needs of younger and older students. The principal is assigned the advisees with excessive unexcused abscences. Each advisor has 15-20 advisees.

Advisement Center

The T/A meetings take place in classrooms and other available places. Teachers share human development activity ideas via dittoes in the faculty mailboxes.

Parent Conferences

Student-Parent-Teacher conferences are held at the end of the first and third quarters.

Staff Development

The two inservice days per semester are often devoted to T/A needs. The counselor serves as a resource person.

(Goal III, Activity Seven)

HILL ROAD GUIDE-GUIDEE PROGRAM

Scheduling

The Guide Groups meet daily, first thing in the morning. Three days per week they meet for 10 minutes, and two days per week they meet for 30 minutes. Then appointments are arranged individually. The school is a Continuous Progress school with module schedulings and was built to accommodate IAS. When they have inservice and ongoing workshops they revise the regular schedule.

Advisors

Guides are teachers, counselors, and principals. The Guide holds Guidee files. The Guides are responsible for group skills, student motivation, home-school communication, and program planning. The Guides are divided into teams.

In the Spring, counselors go to the junior high schools to meet with freshmen for testing and some planning. Hill Road High School has 22 possible curricula to choose from. These are based on 15 U. S. Office of Education job clusters.

Advisor-Advisee Membership

Freshmen students are asked what kind of personality they want in an advisor. The counselor then matches these based on his/her knowledge of Guides and on Guidee responses. Guide-Guidee relationship is intended to last three years but changes are allowed.

Advisement Center

The Guide Groups meet in homerooms.

Parent Conferences

The Guide has the responsibility for the parent conferences of his or her Guidees.

Staff Development

There are three counselors. Each is assigned to a "group" of Guides. They train them in the advisor responsibilities.

(Goal III, Activity Seven)

THE WEST HIGH INDIVIDUAL ADVISORY SYSTEM

Scheduling

Scheduling of Advisement Time: Fifteen minutes are set aside at the end of each school day for students to contact their advisors and set up advisement appointments. Each school day contains three two-hour blocks. So that teachers and students don't miss the same class period for advisement every week, the advisement block rotates through the day on a three-week cycle.

There are fifteen two-hour blocks in a school. All advisors have been divided into fifteen teams. Each team is assigned one two-hour block per week to meet with each other and with their advisees in the Advisement Center. (Therefore, each advisor has one two-hour block per week during which time he or she meets with the other advisors in his or her team and with his/her advisees.) Some teams of advisors choose to meet with each other for a short time every week during the beginning of their two-hour advisement block.

Advisors

All teachers, counselors, and principals are advisors. The staff was hired to implement IAS.

Advisors responsibilities deal with:
--program planning.
--parent communication.
--personal development of advisees.

The teacher who is advising during a given two-hour block dismisses his or her class to a commons period (library, snack bar, or commons study area). The advisee who wishes to meet with his or her advisor has already set up an appointment with that advisor. At the beginning of the advisement period the advisors present, to the Advisement Center secretary, their lists of advisees who have made appointments. Passes are then prepared and taken to the advisees' classes so that the advisees with appointments can be released to the Advisement Center.

Counselor responsibilities are:
--to be an advisor.
--to serve as a resource for advisors.
--to teach advisors skills that they want to develop.
--to assess student needs and develop programs, such as Out-of-School Learning.

Advisor-Advisee Membership

In a letter sent during the summer incoming sophomore students are given a choice. Not many respond because they don't know the faculty yet. Advisors and advisees are randomly matched. Three times during their first high school year, students are allowed to switch advisors. Students have their same advisor for all of their years at West High.

Each advisor has 15-20 advisees.

Advisement Center

The advisement center is a large carpeted open area. All counselors are housed here with student records, secretaries and conference tables. Vocational information and college and technical catalogues are kept on open shelves. The Advisement Center, library, and commons area are connected by open spaces. The permanent records are conveniently located here for advisor and advisee use.

Parent Conferences

They have developed in-services to include four phases of parent conferences: pre-conference planning, setting up the appointment, conducting the conference and writing the conference report.

Parent-school communication takes place in any or all of the following:

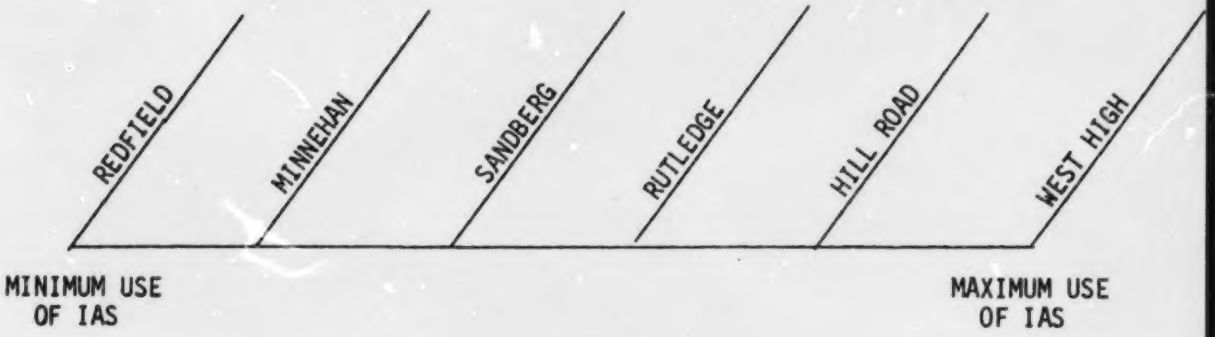
--telephone.
--advisor-parent-advisee conferences.
--advisor teams holding informal coffees for parents of advisees in that team.

Staff Development

A one-week summer workshop is held for all new advisors and team leaders. Counselors often serve as resource to teams. Advisor teams spend the whole two-hour block with each other in an in-service, field trips, or visiting with a resource person.

(Goal III, Activity Seven)

IAS CONTINUUM


REDFIELD
MINNEHAN
SANDBERG
RUTLEDGE
HILL ROAD
WEST HIGH
MINIMUM USE OF IAS
MAXIMUM USE OF IAS

NOTE PAGE

Scheduling

Advisors

Staff Development

Advisor-Advisee Membership

Advisement Center

Parent Conferences

IV. GOAL: For the workshop participants to outline the beginning procedures for an advisement system into their school(s).

By now workshop participants should have some working knowledge of what the Individual Advisory System is, and how components of the system can be implemented in a variety of ways. They should also have some understanding of how to develop skills useful in attending to the personal growth and well-being of advisees; helping each advisee outline a satisfactory learning program; and maintaining communication with their parents. What remains for workshop participants is to consider now the manner in which the Individual Advisory System can best be incorporated into their particular school program.

Application is the focus of this section. The most successful advisement program is the one which is planned by a faculty team to specifically fit the needs of their own school. No one system will be workable for the many schools with their distinct programs and facilities. It is imperative, therefore, that workshop participants be given time for planning a personalized advisement system designed to fit their school effectively.

ACTIVITY EIGHT

Purpose: to enable educators to apply what has been learned about Individual Advisory Systems in developing their own local system.

Large group

Step One

"Identify the Steering Committee"

1) Steering Committee

Following this workshop the people in attendance will be instrumental in the actual implementation of the Individual Advisory System in their school(s). How they intend to launch such an effort is of prime consideration. This is the first factor to be dealt with in this application stage of the workshop.

Conduct a discussion session with the whole group. The basic topic to be discussed is to define "core group" or "steering committee". In order to integrate the IAS philosophy into an existing school program there will need to be an initial core group of individuals whose responsibilities will include such things as devising the program components and defining the roles of faculty (advisors) and students (advisees). This core committee will also have the capacity to make decisions and institute plans for the implementation of these decisions.

Discuss the importance and need of such a group. Attend to issues such as:

--How large should this steering committee be?

--Who should serve on it?

Use tear sheet, chalkboard, or transparency

--How are these members to be selected?

--Does there need to be more than one such group in the beginning?

--What are some responsibilities this core committee should have?

--When do you think they should first assemble?

--What powers need to be accorded to this group?

--Are there any problems we can anticipate in setting this committee up?

--What advantages are there to having a core group active in instituting the Individual Advisory Program in your school?

Note to workshop coordinator

If the decision making power is present, have each LEA select their actual steering committee by name.

Small groups (LEAs)

Step Two

"Local Application"

2) Local Application

Divide the participants into several small groups. If the workshop is being presented for representatives from a number of schools in a district ask them to join in a group with other members from their own particular school. This will enable them to begin formulating procedures which they can begin to implement back home after the workshop.

Assume the role of a steering committee

Ask each group to assume the role of a steering committee, such as the one discussed in the preceding activity. Using their notes taken earlier, each committee will devise an advisement system for their school. Urge them to attend to each of the component areas: scheduling, advisors (faculty involvement and responsibilities), advisor-advisee membership, advisement center, parent conferences and staff development. Each LEA should complete handouts (pages 58-60).

"Our Individual Advisory System"

Handout Page 58

"IAS Implementation Checklist"

Handout Page 59

"IAS Installation"

Handout Page 60

Another factor for consideration by the committee is communication. How will the system be communicated through the school? Will a handbook be devised? If so, how? by whom? Will there be letters to parents and students announcing the new program?

Orientation

> You will want to be in touch with what results in these discussions. The advisement program constructed by each small group can serve as an evaluation of the workshop. Provide each group with NCR (No Carbon Required) paper on which to write their implementation plans. One copy can then be easily turned in to you at the end of this activity.

Also workshop evaluation

Large group

3) Getting Started

Step Three

Distribute copies of the six steps for getting started - Handout Page 61. Get reaction from the group.

"Getting Started"

Handout Page 61

Discuss any anxious concerns they may have.

You may wish to use a selection from Just a Little Care (Cowles and Hawkins, 1975). You may choose to have someone record it prior to the workshop and simply play the tape. Or you may choose to read it aloud or have participants read it aloud. Or you may choose not to use it. Your sense of the group will help you determine this.

Option:

"An Advisor's Journal" from Just a Little Care

(Goal IV, Activity Eight)

OUR INDIVIDUAL ADVISORY SYSTEM PLAN

(Date)	(School District)	(Steering Committee)

Rationale:

Responsibilities:

(Goal IV, Activity Eight)

IAS IMPLEMENTATION CHECKLIST

(School) ______________________________ (Date) ____________________

Scheduling

Describe

_____ homeroom
_____ block
_____ extended period
_____ special time

Advisors

_____ all teachers
_____ other staff
_____ administrators
_____ counselor role

Advisor-Advisee Membership

_____ match characteristics
_____ advisees select
_____ random assignment
_____ advisor change policy

Advisement Setting

_____ no center/homerooms
_____ special advisement center
_____ integrated with another area
_____ guidance center

Parent Confernces

_____ phone contacts
_____ informal affairs
_____ parent/advisor/student conferences
_____ advisor-parent conferences

Staff Development

_____ pretraining
_____ continuous inservice
_____ resource personnel
_____ cluster vs. total group

(Goal IV, Activity Eight)

IAS INSTALLATION

______________________________ (School District)

______________________________ (Date)

What Opposition Might You Find?

What Support Will You Find?

GETTING STARTED

From experience, advisors quickly learn how to take cues from an advisee about what he needs at any one time--help in program planning, a positive focus session, short-range goal setting, or listening to a personal problem. This is best. But for those who need a more specific plan to get started, here is a possible sequence.

1. Contact all your advisees either by phone or letter before school starts. Introduce yourself, describe your role, tell where you can be reached at school, and express your eagerness to meet him personally.

2. Set up some time to meet your advisees who are new to your school to show them the facilities as a group.

3. Check all advisees' folders--are all credits recorded? What informal information do they contain? What is their grade level?

4. Learn as much about your school as you can, your school's graduation requirements and how to add up credits. Read the course catalog. Ask fellow team members to explain certain programs.

5. At your first conference, tell your advisee something about yourself--where you come from, what you teach, what your interests are, what services you feel you can offer to him. Ask your advisee to tell you something about himself--where he went to school previously, what subjects he likes, what he is currently enrolled in, what extra-curricular interests he has, what long-range plans he has, jobs he has held, what he may need from you immediately. Go over his folder with him to see that he knows his credit status. Set up a second meeting. Tell him you'll see him in two weeks.

6. Set up one small group or large group advisory and do a getting-acquainted activity.

These six steps will get an advisor started toward working with his advisees.

Cowles, R. J., & Hawkins, M. L. Just a little care. Florissant, Missouri: ESEA, Title III Project, Ferguson-Florissant School District, 1975.

(Goal IV, Activity Eight)

AN ADVISOR'S JOURNAL

August 9

I wonder who my advisees are going to be. I'll have all sophomores this year since all my advisees graduated last year. It'll be nice to be able to start all over with a fresh group. There are some things I learned I'd like to try out. Mostly, I wonder about the first impression I will make. I don't even have their names yet.

August 15

I've been to an Advisement inservice session for three days. We brainstormed ideas about how to work in a team. The district could only afford to pay one team to work before school starts. I didn't belong to their team, but they said I could join them. We listed some goals and some inservice training we would like to have sometime during the year. I wish my team could have worked, too. Now, we'll have to do our planning during school when time is so limited.

August 19

At last, my list of advisees. I picked it up at school this week. I only have four sophomores; that messes up all my plans. I now have 12 juniors who belonged to another advisor who left the staff. Guess I need a different way to go about our first meeting since they are juniors. And their folders...I can see the previous advisor had a different way of keeping track of credits. I'll have to figure it out or spend time converting them to my system. If I have time, I think I'll do that before school starts.

August 22

Orientation week...a time for planning, and they keep you so busy, you don't have time. Did manage to write a note to all four of my sophomores and a different letter to my juniors. I found out that by mistake I sent a junior-type letter to someone who is a senior. Oh, well, I'll figure out some way to apologize for that. It'll be better when I get to know them.

August 23

I've looked over the list of my Advisement team members. I see two new people; they are an unknown quantity. I can probably feel okay in this group because Judy is in there with me. She and I are good friends. Our team meets for the first time tomorrow.

August 24

Our team met and divided up some tasks to get ready for Parents' Night. The two new people seem okay. We started at school but didn't have time to finish, so I invited them over to my house in the evening. We did an unfoldment exercise. The two new people seem really eager, able, and strong. One person I thought was weak but knows more than I thought he did. But, John thinks Advisement is just enrollment.

He thinks human development and the unfoldment like we did is useless. I think we did make him feel that he will be allowed to be himself in our group...that we won't force him into our mold. But, then, we won't allow him to keep us from doing some things, either. I'm not sure he got all these messages, but the rest of the group did.

August 26

Parents' Night was tonight. First time the district had scheduled one during "O" Week before school starts. I wore a dress for this special occasion. I wasn't nervous. I really enjoy meeting with the parents. It used to be scary, but not now. The two new people seemed nervous but confident of themselves. One of the new people called to say that he would do our part of presenting guidance services for the parents. I thought that was a very courageous thing for him to do and a good opportunity for him to feel good about himself. I didn't want to talk, anyway. Only one set of my parents showed up, so I gave them a tour of the building and chatted awhile. I spent a lot of the evening showing other parents how to find the rooms they were looking for.

September 1

Labor Day. I know it's a holiday, but I think I'll call those four sophomores today. They must be really nervous about school starting tomorrow. I'll tell them where I'll be during the day in case they need me. And, I'll talk to their parents at the same time and introduce myself.

September 2

First day of school today. It was a busy day. Didn't have time to think much about my advisees. I knew I could at least get to see their faces when they came by after school to pick up their locker numbers. I had no chance to get acquainted, but I, at least, got to greet each one. Basically, I said I was glad to see them and that I would be in this room every day after school in case they needed to see me before our appointment time.

September 4

Third day of school. We had a large group advisory after second hour today. All mine but one came. I showed them their folders. I asked them to write a note and stick it in their folder if there was anything they wanted me to look into immediately. It was okay. I told them that I need to feel needed and for them to come and see me frequently.

Nancy asked me about dropping The Unexplained. She said she had looked at the reading and it was all too long. She was afraid she couldn't remember it all. I suggested she talk to the teacher about it first. Her teacher just happened to be on my Advisement team so when I saw her this afternoon, I said, "Nancy feels she may have trouble in The Unexplained class because she can't remember what she reads too well." We talked about the fact that The Unexplained is just about the easiest reading in our English curriculum so if she had difficulty with that, there may be no other course that would be better to change to. Adjustments will have to be made in the class itself. She offered to talk to Nancy, but I suggested she wait a day or two and allow Nancy a chance to approach her by herself first. I made a mental note: developmental reading might be a good course for Nancy to take soon.

Four days later Well, I was in my room every day this week after school and sat there waiting for some advisees to come. No one showed. Wish that someone would come and see me. I guess I'll have to make the initial contacts myself. Next week when our during-the-day Advisement time starts, I'll arrange for appointments. I think I'd like to get the four sophomores to come in as a small group. We can do get-acquainted things to help them find friends. I might even include a senior. I don't know yet. I'm a little puzzled about several new juniors I have. They only have six units of credit instead of the normal 12. I feel very discouraged for them. I'm probably not going to be a big help in helping them get through school, but I hope to discover how to be a go-between for them to help pass a few courses along the way. They must be very discouraged themselves by now. One of these boys I saw on Thursday during group advisory had that look on his face. It seemed to say, "You are a teacher. I don't like you." That has happened before. I don't feel rejected; in fact, I see it as challenging. It will be a long, slow process to wipe that look away, but in time I'll see some progress. That reminds me of Debbie when she was a sophomore. Was she ever bitter! She never smiled, always putting herself down. I set a goal to say three good things about her each time we met all year long. I have to confess I had trouble thinking of good things to say. But I did it, anyway. I have her in class now and even though she still won't smile, she will let me talk to her in class and help her, and she's trying. That's a little progress.

Cowles, R. J. & Hawkins, M. L. Just a little care. Florissant, Missouri: ESEA, Title III Proj-ct, Ferguson-Florissant School District, 1975.

V. Goal: For the workshop participants to identify skills needed to be an advisor and to understand how best to develop these skills.

The skills needed to be an effective advisor are not so different from those required to be a good teacher, or principal, or counselor. What is different is the one-to-one contact with a student outside of a curriculum based situation. It is essential that each advisor deal with his or her advisees in an honest and comfortable manner. In other words, an advisor is most effective when being himself or herself. Realization of this basic point will make the one-to-one contact easier to deal with. Once the advisor reaches this point it is time to assess strengths and weaknesses and determine those areas where more skill development is needed.

This section includes descriptions of some basic advisor skills. Most importantly, this section can be used as a guide for learning how to develop these new skills.

ACTIVITY NINE

Purpose: to assess staff development needs in LEA-IAS and develop plans to meet these needs.

Groups (LEAs)

Step One

"Staff Needs"

1) Staff Needs

Based on the Individual Advisory System developed for a local district each group should identify staff needs (Handout Page 65). The responsibilities identified for advisors should help determine this list.

"LEA Staff Development Plan"
Handout Page 65

Following are some stimulus questions for the groups:

--Are there common fundamental needs for all staff? For example, do all advisors need some basic human relations skills training?

--What specific knowledge and skills are needed to meet advisor responsibilities?

List these staff needs on the "LEA Staff Development Plan" (Handout Page 65). Keep the handout for future use.

Each group should be asked to share their list with the total group.

Large group

Step Two

"Continuous Staff Development"

2) Continuous Staff Development

It is not realistic to expect every advisor to master every single area. Advisors need to share their knowledge and help develop these skills in one another.

The crucial question is: What is an effective approach to continuing staff skill development? The answer may be: The advisor team.

The small secondary school might have only one team of advisors. The large school may have three or four. The number of teams is not as important as the organization of the team(s) for continuing skill development.

Here are three of many ideas for organizing this continuing staff development:

A) Ideas and activities can be duplicated and distributed via the faculty mailboxes.

B) The advisor team schedules its own regular one-hour in-services. Advisors assess their weak skill areas and prepare an in-service for advisors in their own and/or in other teams.

C) Or advisors can present in-services in their strong area.

LEA-IAS groups

Step Three

"Complete LEA Staff Development Plan"

3) Complete LEA Staff Development Plan

Each LEA-IAS group should examine their staff needs and make provision for pre-service training and continuous staff development. This information should allow the LEA to complete the Handout Page 65, "LEA Staff Development Plan" and attach it to their other IAS planning sheets.

Include with other LEA-IAS planning sheets

(Goal V, Activity Nine)

LEA STAFF DEVELOPMENT PLAN

(School District) ______________________ (Date) ______________

This may not be enough space for your planning. Feel free to attach additional sheets as needed.

Staff Needs:

Pre-Service Training:

Continuous Staff Development:

ACTIVITY TEN

Purpose: to explore advisor skill areas and be able to prepare staff development training programs for them.

1) Skill Area Exploration

There will be ten separate skill areas presented in this activity. The participants need to be divided into small groups so that each group can discuss and then present one or two skills to the other participants. Each group will present one skill. If there are a small number of participants each group will present two advisor skills.

The advisor skills included are:

--Career Planning and Preparation
--College Information
--Conflict Resolution
--Decision Making
--Interpreting Test Scores
--Parent Conferencing
--Program Planning
--Record Keeping
--School Awareness
--Self-Assessment

Small groups (LEAs)

Step One

"Skill Area Exploration"

Designate five or ten work tables. Label them with one or two advisor skills

Handout Pages 67-76

Duplicate a copy for each participant of Handout Pages 67-76

7

Place copies of each skill handout on its corresponding work table. Ask participants to distribute themselves evenly among the labeled work tables. Counselors, psychology teachers, and administrators should be evenly distributed since they may have experience in working with these skills. It is important that each skill receive adequate coverage.

Have each group read and discuss its advisor skill area(s). Space for notes has been provided on each Handout Page so that group members can note additional resources and processes to be included in a workshop. Outline a workshop to teach the skill (Handout Page 66, "Outline for Advisor Skill Development").

"Outline for Advisor Skill Development"

Handout Page 66

Large group

Step Two

"Workshop Outline for Skill Area"

2) Workshop Outline for Skill Area

A representative from each group will then distribute the Handout Page explaining the skill area discussed by his or her group. The representative should allow about five minutes for all participants to read and comprehend the skill handout. He or she will then present the outline prepared by his or her group for a workshop teaching that skill.

Presentations by groups

Encourage the listeners to take notes as the representative explains the advisor skills workshop outline.

(Goal V, Activity Ten)

OUTLINE FOR ADVISOR SKILL DEVELOPMENT

(Group) ____________________ (Date) ____________________

Skill Area: ____

Objectives (List Specific Knowledge, Skills, Attitudes):

Organization (Mini Scope and Sequence):

Session	Objectives	Activities	Local Resources

Feedback (Evaluation and Follow-up):

Examples Only (Goal V, Activity Ten)

CAREER PLANNING AND PREPARATION

Processes Needs:

1. To be able to explain which interest and achievement tests are available to students.

2. To be familiar with the career information available in the school for students.

3. To be able to teach interviewing skills (asking, receiving, reviewing, and responding). Help students understand the importance of this skill in gathering information about the world of work.

4. To be able to take your advisees out to worksites and invite resource people to the classroom. Set up a file in our school containing names of potential field trip sites and willing community resource people.

5. To be able to organize experiences across subject matter lines so students can see the relevance of what they are learning to planning and work and leisure preparation.

6. To convey to advisees commonly accepted employer expectations: punctuality, responsibility, interpersonal skills, efficient use of time, etc.

COLLEGE INFORMATION

Processes Needs:

1. To be able to prepare a flow chart which will show the steps to be followed by an advisee who intends to enter college. Steps to be indicated might include taking tests such as the College Entrance Examination Board (CEEB) and the Scholastic Aptitude Test (SAT), sending for application forms from preferred schools, submitting applications, etc. The timing of these steps should be shown on the flow chart.

2. To be able to locate someone knowledgeable about financial aid to come from a nearby college or university and inform your team of advisors (or a group of interested advisors) about helping college-bound advisees in this area.

3. To be able to describe purposes of tests like CEEB, SAT, National Merit Scholarships, etc.

4. To be able to gather together an assortment of college bulletins and teach students how to compare the different colleges.

5. To acquire the skills necessary for writing valuable student recommendations.

Examples Only (Goal V, Activity Ten)

CONFLICT RESOLUTION

Processes Needs:

1. To be able to explain the six-step procedure for "no-lose" problem solving (Gordon, 1970):
   - Step 1. Identifying and defining the conflict
   - Step 2. Generating possible alternative solutions
   - Step 3. Evaluating the alternative solutions
   - Step 4. Deciding on the best acceptable solution
   - Step 5. Working out ways of implementing the solution
   - Step 6. Following up to evaluate how it worked

2. To be able to use skill in group and individual brainstorming. Basic ground rules are:
   --try for many ideas
   --do not judge the ideas
   --let the ideas be wild
   --use the ideas of others

3. To be able to lead advisee groups in consensus formation:
   --Evaluate each brainstormed idea
   --Remove any idea that the whole group doesn't accept
   --Discuss and hypothetically examine remaining ideas (listen to others)
   --DO NOT VOTE to narrow down the list
   --Try out ideas one at a time until best solution is agreed upon

4. To be able to recognize styles of conflict management:
   --Win-Lose
   --Yield-Lose
   --Lose-Leave
   --Compromise
   --Win-Win

DECISION MAKING

Processes Needs:

1. To become familiar with some strategies to use in helping advisees recognize what their values are. (An individual's decisions are based on his or her values.)

2. To be able to relate values clarification experiences to vocational decision making. This will enable advisors to use materials, e.g., Gelatt et al., CEEB, Deciding.

3. To be able to set up a systematic program to help advisees develop decision making skills.

4. To be able to help advisees relate values clarification to moral dilemmas, e.g., drugs, sex, cheating, discrimination.

INTERPRETING TEST SCORES

Processes Needs:

1. To be able to mark dates on your calendar when different tests will be administered in our school or, as in the case of some civil service and College Entrance Examination Board tests, in your local area.
2. To be able to make up an information sheet covering only those tests dealt with in our school.
3. To be able to help advisees develop test-taking skills. Use how-to-study books.
4. To be able to help advisees interpret test information so they can integrate it meaningfully.
5. To be able to use basic measurement concepts, i.e., percentile ranking, distribution and the bell curve.
6. To be able to explain how to administer achievement and aptitude tests.

PARENT CONFERENCING

Processes Needs:

1. To be able to explain basic communication skills to parents (Gordon, 1974):
   --active listening
   --use of "I" messages
   --"no-lose" method for choice making
2. To be able to work with fellow advisors to systematize parent conference management using four steps:
   --pre-planning
   --making the appointment
   --conducting the conference
   --writing the conference report for the student's file
3. To be able to work with advisees in preparing parent conference agendas.
4. To be able to use parent-student-advisor conferences to plan and evaluate student progress toward long-range educational goals.
5. To be able to help parents and students set up family councils to enhance family communication.

PROGRAM PLANNING

Processes Needs:

1. To be able to help advisees match their own learning styles with instructors' teaching styles.
2. To be able to learn from fellow faculty members about course content and the emphasis different teachers put on different factors, such as attendance.
3. To be able to help advisees relate school courses to graduation requirements as well as college and job entrance requirements.
4. To be able to develop a directory listing information about where to go and whom to see.
5. To be able to help students through registration by explaining how various forms are to be completed.

RECORD KEEPING

Processes Needs:

1. To be able to organize a system for maintaining adequate and current information in your advisees' personal files.

2. To be able to develop a system for cooperative use and maintenance by student and teachers.

3. To know how to file contents: include tests, grades, and letters of recommendation.

4. To know how to help students with their portfolio building, e.g., encourage them to begin collecting letters of reference early in their high school careers.

Examples Only (Goal V, Activity Ten)

SCHOOL AWARENESS

Processes Needs:

1. To be able to orient new students to the school plant and determine a plan for touring with any new advisees, e.g., library, advisement center, lockers, gymnasium, principal's office, cafeteria and/or snack bar, your own central location, etc.

2. To be able to explain the awards and grants available in or through your school.

3. To be able to explain the program of a nearby vocational-technical school and be prepared to advise interested students.

4. To be able to "walk" advisees through their school handbook, helping them become knowledgeable about:
   --campus committees
   --clubs
   --extended school for fun: YMCA and YWCA programs and parks and recreation programs
   --membership requirements
   --awards offered by the groups
   --how to use the school newspaper
   --the procedure and schedule for using the school announcement system

SELF-ASSESSMENT

Processes Needs:

The four processes described below are all valuable in helping a student assess himself/herself. They vary in skill and experience needed to successfully and comfortably conduct them. They are listed below in ascending order of sophistication (you are apt to feel more at ease as a beginning advisor using an interest inventory or form as opposed to conducting a fantasy trip).

1. To be able to use instruments and forms

For example, if your school administers any interest inventories, such as the Strong-Campbell Interest Inventory (S-CII), be prepared to help students interpret the scores and apply them in their program planning. Learn how to explain tests results simply without statistical jargon. Be aware of the difference between interest and aptitude.

2. To be able to use group discussion

At the beginning of the year an appropriate topic for group discussion might be your role as advisor and what the advisees expect of you; and, their role as advisees and what you expect of them.

Later, conduct activities that are useful in developing listening and self-expression skills; for example, have the group sit quietly for two minutes and listen to the sounds around them and then summarize them verbally.

3. To be able to use role playing

In order to keep role playing a low-risk situation, the students should not role play themselves involved in real personal problems. Rather, the students should play other roles in general, but relevant, human situations.

4. To be able to use fantasy trips

Fantasy exercises often include activities such as:

--discussions based on "What if...?" questions, such as, "What if World War III broke out?".

--fantasy trips started with relaxation exercises followed by leader-directed imaginings.

The Last Word

Your Individual Advisory System can become a key component of your career guidance program. We believe that it is an effective method of sharing the opportunities and responsibilities for career guidance activities and outcomes. The program focuses on the personal development of each student through systematic contact with peers, teachers and parents. We trust that you benefitted from this staff development experience. Our final word and in a sense our final challenge, is to make every effort to involve all staff in the implementation of an Individual Advisory System. We must share the task and the responsibility.

BIBLIOGRAPHY
and
SUPPLEMENTARY MATERIALS

The materials listed below provided valuable ideas for the construction of this packet. They are also recommended for excellent supplementary use by workshop participants.

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